DOCUMENT RESUME

ED 086 920 CG 008 592

TITLE	The Role of Counseling and Guidance in a Comprehensive Career Education Delivery System: An Exploratory Study.
INSTITUTION	Northwest Regional Educational Lab., Portland, Oreg.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	Feb 73
CONTRACT	OEC-4-7-062871-3059
NOTE	172p.
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	*Career Education; Career Planning; *Counseling Services; *Guidance Services; *Manpower Needs; *Professional Associations; Research Projects; Student Needs; Vocational Development

ABSTRACT

This three-part exploratory study involves the following interrelated facets of evolvement and implementation of career education counseling and guidance: (1) current practices and analysis of implications for career education guidance and counseling; (2) sources of manpower projections; and (3) involvement of professional associations in development of career education counseling and guidance. To identify current practices and relate them to concepts and designs of career education, the study interviewed 238 counselors, teachers, and administrators from all school levels as well as public social agencies. A survey of 126 industries to assess the availability and comprehensiveness of manpower projections disclosed the inadequacy of information for educational planners, counselors, and individuals making career decisions. Recognizing that the involvement and support of professional organizations and their membership is essential in the development, implementation and assessment of effective career education counseling and guidance practices, the third part of the study explored two approaches for gaining their involvement. (Author/LAA)

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February 1973

ED 088 595

January 1973

Published by the Northwest Regional Educational Laboratory, a private nonprofit corporation supported in part as a regional educational laboratory by funds from the National Institute of Education, Department of Health, Education and Welfare. The opinions expressed in this publication do not necessarily reflect the position or policy of the National Institute of Education, and no official endorsement by the National Institute of Education should be inferred.

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ED 086920

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OVERVIEW

It was evident early in the development of the career education concept that counseling services must play an important role in any comprehensive career education delivery system. To begin to lay the foundation for designing and encouraging the use of effective career education counseling and guidance programs, the Career Education Development Task Force of the National Institute of Education contracted with the Northwest Regional Educational Laboratory to conduct this exploratory study.

The study is in three parts dealing with three interrelated facets of evolvement and implementation of career education counseling and guidance.

Part One--Current Practices and Analysis of Implications for Career Education Counseling and Guidance Practices

Part Two--Sources of Manpower Projections

Part Three--Involvement of Professional Associations in Development of Career Education Counseling and Guidance

It was recognized that current counseling and guidance practices in American schools do not provide students with all the necessary services or the desired emphasis on preparation for many "life careers." However, it was believed that many elements of present counseling and guidance programs would be appropriate and valuable for career education.

To identify current practices and "relate" them to concepts and initial designs of career education, personal interviews were conducted with 238 counselors, teachers and administrators in eight metropolitan areas across the United States. Included were both urban and suburban schools at the

elementary, junior high, secondary and community college levels, as well as agencies such as state employment services, vocational rehabilitation centers, correctional services, mental health centers and family service agencies. Resulting from these interviews were 35 "findings" concerning current counseling and guidance practices. The survey staff then identified current practices as "supporting" or "inhibiting" career education concepts.

As a result of analysis of the survey findings, 12 implications were identified for administrators, teachers and counselors who implement future career education counseling and guidance programs.

1. Counselors should be selected on the basis of interest and relevant capabilities.

2. "Being in touch" with the people they are to counsel should be an important factor in the selection of counselors and subsequent staff development activities.

3. Counselors should have opportunities for training to acquire specific, new capabilities needed for career education.

4. Counseling and guidance should be an integral part of the educational program.

5. Organizational placement and designated functions should facilitate counseling and guidance approaches which maximize potential contributions to students' educational experiences.

6. Student-counselor contact should be planned.

7. Specific counseling and guidance objectives should be spelled out.

8. Counseling and guidance activities should meet the needs of students oriented to various futures.

9. Special attention should be given to counseling for minorities, women, those contemplating mid-career changes and other groups with special needs.

10. Emphasis should be placed on the development of long-range capabilities of the student.

11. Counselors should deal with the total environment of an individual.

12. Career guidance and counseling should be provided for persons of all ages.

The survey results also indicated a need for the National Institute of Education to carry out six activities which will facilitate the implementation and working of local career education programs.

1. Disseminate information about career education much more widely and directly to all persons who might be involved in the development and implementation of career education programs.

2. Provide timely, up-to-date job market information directly to career education personnel.

3. Issue broad, but clear, guidelines for the roles various academic and nonacademic persons can play in career education counseling and guidance programs.

4. Develop and support specific jobs for paraprofessionals in career education programs.

5. Encourage and support "reaction studies" on career education participants.

6. Support the design and implementation of training to prepare counselors to conduct activities which contribute to the achievement of career education concepts.

Looking specifically to the need of counselors for job market information, estimates of manpower requirements from the demand side of the labor market, the second part of the study was directed to the availability and adequacy of manpower projections. A survey of 126 industries showed:

1. Only half of the respondents made a significant effort to project manpower needs.

2. They generally were willing to attempt projections for only one to five years.

3. Projections tended to be concerned with highly skilled workers and deemphasized lower skilled workers.

4. Increasing demand was anticipated for employees with greater competencies.

5. They foresaw continued growth in manpower needs but at a rate slower than in the past decade.

The study concluded that the present available manpower information is inadequate for educational planners, guidance counselors and the average person making his career plans (see recommended NIE activity #2 above).

Recognizing that the involvement and support of professional organizations and their membership is essential in the development, installation and assessment of effective career education counseling and guidance practices, the third part of the study explored two different approaches for gaining their involvement.

The first approach was to request the American Personnel and Guidance Association to involve its own membership, independent of any "outside" agency, in the preparation of a paper which could be used to introduce the practicing counselor to career education and stimulate local development of career guidance programs. The resulting paper, titled "The Counselor and Career Education: Introductory Concepts," is reproduced in this report.

The second approach was to involve a member of the study team, "as an outsider," in the work of a joint Commission on Career Guidance and Vocational Education established by the American Vocational Association and the National Vocational Guidance Association. A draft of the Commission's report, titled "Position Paper on Career Education," is reproduced.

A high level of involvement of these professional associations in career education is continuing.

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PURPOSE

Early in the development of the career education concept it became evident that counseling and guidance services must play an important role in any comprehensive career education delivery system. It was recognized that current counseling and guidance practices in American schools do not provide students with all the necessary services or the desired emphasis on preparation for many "life careers." However, it was believed that many elements of present counseling and guidance programs would be appropriate and valuable for career education.

Description of Existing Practices

The identification of existing services and methods was the first step toward designing and encouraging the use of effective career education counseling and guidance programs.

The Career Education Development Task Force of the National Institute of Education took this first step in December 1971 in contracting with the Northwest Regional Educational Laboratory to survey current counseling and guidance practices and to "relate" these practices to concepts and initial designs of career education.

The survey concentrated on practices in public schools, but other agencies were included because of their diverse counseling and guidance services and the important roles they play in a comprehensive career education delivery system. Procedures used in the survey are summarized in the Appendix.

Target Group

The study was intended to provide useful information for local career education project planners, administrators and counselors, as well as the Career Education Development Task Force. Therefore, it was designed to give a descriptive view, rather than a statistical representation, of counseling and guidance. Information was gathered through interviews with counselors who saw counseling first hand, day to day. The interviewers have synthesized their views of counseling practices and interpreted how these practices relate to career education concepts. The results are presented in the form of statements of findings and implications which can be used by local school personnel as they design and implement local activities, along with recommendations for national activities which will support local efforts.

Presentation of Results

This report: (1) presents the general results of the survey, (2) identifies specific elements of counseling and guidance practices which appear to facilitate and reinforce emerging concepts of the learner in a career education program and (3) points out implications and recommendations.

CURRENT PRACTICES

This section of the report presents a picture of current counseling and guidance practices based on personal interviews with more than 200 counselors, administrators and teachers.

Since major differences exist in counseling and guidance practices at different school levels, a brief description of the settings encountered by the interview team is presented first.

This is followed by statements of "findings," each supported by recurring, similar comments by many people interviewed. Because of the volume of data (transcripts of interviews total approximately 5,000 pages), only a few of the many comments supporting each finding are included in the report.

A. OVERVIEW OF SETTINGS

Elementary Schools

Only about half of the schools had a full-time counselor, and none had more than one. This resulted in caseloads of 1:500 and larger. Nearly all counselors had a master's degree in counseling. Experienc ranged from three to ten years, including teaching experience.

The elementary counselor tended to work alone or team with a teacher or school nurse to work out solutions to students' problems. Learning problems, disruptive behavior, emotional disturbances and home-related difficulties affecting the child's progress in school were objects of the counselor's attention.

Junior High Schools

Junior high school counselors have a caseload consisting of a specified segment of students, e.g., all boys or all girls. This resulted in typical caseloads of 1:350. Each counselor worked independently. The principal or vice principal was in charge of the counseling and guidance department, which was a part of the administrative office.

Major responsibilities were to help the student select and schedule the desired or necessary classes, handle attendance procedures and deal with learning and behavior problems. Counselors also provided guidance to help students make plans for the future.

High Schools

Counseling positions frequently were filled by teachers who were "promoted." They generally were considered to be on the administrative level and in some districts received administrative pay. Although teaching credentials were all that was required to be a counselor in most states, many counselors had undertaken a master's degree or further training in counseling.

The counseling center uniformly was located near the administrative offices where student personnel records were kept. Counselors spent most of their time in their offices attending to numerous administrative activities related to programming and student records and meeting with individual students seeking information or help with personal concerns. An open door policy was maintained, allowing students freedom to come for help.

Counselors were assigned a specified segment of the student population and were responsible for attending to the academic progress of those students. Caseloads ranged as high as 1:600. However, counselors generally encouraged students to seek help from whomever they wished. A great deal of time was spent helping students with course selection and fitting the students into classes they chose. Teachers could refer students who were not achieving satisfactorily or having other noticeable difficulties.

In addition to assisting the student with his academic program and counseling students with problems, the counselor was responsible for guidance activities aimed at helping students make career plans. The counselor helped college bound students not only select a college, but assisted the student in gaining admission by filling out applications, sending records, writing letters of recommendation and applying for financial aid. Counselors attempted to help all students who were seeking assistance with career plans by organizing career days, collecting and disseminating occupational information and talking with them about their future plans.

In a few cases counselors were beginning to try group guidance classes. In several schools career resource centers had been established, but most counselors were dissatisfied with their career information resources and with their own knowledge of the world of work.

Community Colleges

The community college counseling staff filled many roles in a diverse program frequently designated as "student services." A primary difference between community college counseling and school counseling was the

freedom of the client to come or go and choose his own course of study. The community counselor might assist the student in making his choice by conferencing with him, testing for achievement, aptitude and interest, and providing career information about occupational futures and required capabilities. Several community colleges were using paraprofessionals and students as counselor assistants to serve the diverse needs of the student population more effectively. Much of the mechanical work of admitting, describing courses and transferring was done by these assistants, who were frequently chosen to match the racial, ethnic, sex and age characteristics of the student population.

Guidance classes were being tried on several campuses to help students learn more about themselves and how to set personal goals and priorities.

Community college counselors usually did not have a specified caseload, but the counselor-student ratio ranged from 1:500-1,000. Most had a master's degree in counseling.

Agencies: Employment and Manpower

Counselors in public employment agencies and manpower programs assisted persons who were unemployed, underemployed or seeking a change in employment. The counselor's main objective was successful placement of the client in a job that met his needs. In the employment agencies this consisted of interviewing the client and sometimes evaluating his levels of abilities by using a battery of aptitude tests. Frequently, the need for employment was urgent and the counselor had to suggest specific job

openings for the client at the time he was interviewed. The counselor would then assist him in making application or contacting the employer.

Persons seeking to improve their employability or increase their employment opportunities through further education or training might request direction from an employment or manpower counselor. Manpower programs, particularly, and some special programs of the employment service were aimed at helping minorities and the economically disadvantaged through counseling and making available vocational and technical training programs.

Employment and manpower counselors required a vast amount of information about jobs, the labor market, company hiring practices, temporary jobs, and apprenticeship programs. Some employment offices used a computerized job data bank for current labor market information.

Counselor preparation for employment and manpower services varied from a bachelor's degree to a master's degree in counseling. Manpower programs used paraprofessionals and aides to deal with different life styles of clients.

Agencies: Juvenile Services

About 60 percent of the cases handled by juvenile counselors involved truancy. In working with youth to resolve their problems, counselors usually inquired into their home and school environment.

Juvenile services were developing various types of preventive programs to diminish juvenile frustrations leading to delinquent behavior. Cooperative programs with schools were attempting to provide alternative

educational and occupational experiences for youth who were not succeeding in the traditional school program.

Counselor training was in either counseling or social work, although a master's degree was not required. A counselor's caseload averaged between 75 and 100.

Agencies: Mental Health and Family Services

Counseling in mental health services and family services ranged from psychotherapy to helping a mother collect social security benefits. Agencies focused more on community problems, crises of broken homes and poverty than on mental or emotional problems. The community centered mental health clinic and family service agencies employed psychologists, social case workers, counselors and paraprofessionals. There was an expressed lack of contact with the schools where youth were involved, although efforts were being made to bridge this gap.

The scope of services was broadening from the traditional approach to one recognizing the environmental or ecological origins of human distress.

The majority of counselors were trained in social work rather than clinical psychology. Except for the paraprofessionals, most had master's degrees.

Comparison of Settings

The settings in which counselors work varied along two important dimensions: The people they serve and their perceived mission.

In elementary schools the counselors dealt with very young children and seemed to see their basic mission as the total development of the child. In secondary school they dealt with the adolescent and seemed to have the transmission of specialized knowledge as a basic mission. The community college served a variety of age groups and seemed to reflect a strong concern for getting learning out into the community. Agencies had very specific groups with whom they dealt and their wide range of missions had the "common denominator" of being centered on a specific problem or set of problems. Each of these characteristics had an influence on the counselor and the way he operated..

The range of experience for counselors was similar in all schools. A tendency toward shorter tenure on their jobs as counselors was noted in the case of agency counselors. Teaching experience was common to most school counselors. Except in agencies, most counselors had a master's degree.

The way in which counselors came to be counselors seemed to be similar in all institutions except the senior high schools. This was the only place where any number of counselors reported being selected for reasons not directly related to their desire for the particular job.

Counselor caseloads varied considerably. Agencies were much lower than schools with most having fewer than 100 people for whom they were responsible at any one time. This was partially offset by the fact that in some agencies counselors dealt with as many as 600 to 800 individuals in the period of a year.

Public school caseloads tended to be more influenced by studies and recommendations about "optimum" ratios, and ranged from 100 to 500. Elementary loads were generally higher than secondary schools. Community colleges tended to have the highest (500-1,000) counselor student ratios. This was influenced in part by the way students were counted and the nature of the institution which was built to allow many people to move rapidly in and out and to spend short periods of their total day as students.

B. STATEMENTS OF FINDINGS

Goals and Objectives

Finding #1: Counseling and guidance means different things to different people, even those involved in the practice.

> Guidance is a range of services...I'd like to eliminate use of the word guidance. It doesn't mean much to me. (Seattle School Counselor).
>
> Guidance is a catchall term. The term is degrading...I personally don't like what is going on in the name of guidance (Boston School Counselor).
>
> I perform many guidance functions that are not counseling functions. Guidance is a helping, advice giving function (Seattle School Counselor).
>
> Guidance is more of a way of providing information for the students regarding programs and colleges or something of this nature (Pittsburgh School Counselor).

Finding #2: Counselors are able to give general goals for their counseling program, but performance objectives have not been specified.

> Our objectives and goals in counseling are to guide the trainee from when they come into the program until they leave and after they are placed on the job. Not only training a pair of hands for a skill, but working on attitudes, working on world of work, what is out

there in the world of work and what really does it mean, what's going to be expected of you, try to make a trainee see realistically what's happening, what's happening right now and what's going to happen (Kentucky OIC Counselor).

The Employment Service says my goal (role) in the Employment Service is to render the client employable or employed. My goal (role) is basically the same (Denver Employment Counselor).

Counselors must be able to do the job, so we are using performance objectives. We have long-range planning and planning by each quarter using a master chart of what is going to be accomplished. We are doing our best to tie the counseling down to specific objectives (Denver Community College Director).

Finding #3: More time is spent counseling college bound students (academic counseling) than other types of counseling (personal, occupational).

I would say we spend more time with academic counseling--just helping them get enough credits, make sure they pass their classes--than working with them on any other problem... If we didn't have to spend the time counting credits and checking schedules, we would do more personal counseling (Kansas City School Counselor).

Helping students plan their future often degenerates into their asking, "Are you going to college?" The counselor feels more comfortable with the student who decides to go to college, than he does with the noncollege bound. For one thing, the counselor has been to college, so he is knowledgeable about the setting. For another, if a student decides to go to college, his future is "decided." The counselor is free from discussing alternatives--he just assists in the paper work of applying (Boston Employment Counselor).

I spent a lot of time advising seniors about applying for colleges. Most of our students go to college. We don't give the noncollege bound as much attention as we need to. Some drop out at the very last semester--if they were getting what they needed they wouldn't drop out (Houston School Counselor).

Finding #4: Emphasis of activities should be on the "improvement of learning habits" beginning at an early age.

> When a kid becomes a tremendous behavior problem at the age of 13 then it's a little bit too late to start worrying that his reading level is the second grade. It's a long hard struggle to get that kid interested in any kind of education (Louisville School Counselor).
>
> The inschool drop out and the disruptive student are more apt to be contacted by the counselor than the quiet student who is failing to learn (Boston Family Services Counselor).
>
> The counselor often contacts failing students, prodding them to "keep trying" (Pittsburgh School Counselor).
>
> At the end of each six week period, we call in students who are failing and talk to them. We try to find out if the students are making a sincere effort to improve. We also call in students with poor attendance. It may necessitate a parent conference.... Sometimes we do a followup to see if they are improving (Houston School Counselor).

Finding #5: Counselors feel concentration should be on prevention, rather than on remediation.

> We try to do something (after) a kid (is) in trouble, rather than before that happens to try to head off and identify it. We don't try to prevent it to keep the student from getting into a terminal situation (Seattle School Counselor).
>
> Because the schools do not identify problems until they are acute, juvenile services are called in to resolve problems the schools feel unable to handle. Schools say to us, you're the experts in working with trouble kids. You work with them all day so you must be expert! (Minnesota Juvenile Counselor.)

Selection and Training

Finding #6: Elementary and junior high counselors tend to be self-selected. High school counselors often are teachers who have taken one step in the progression towards their administrative future.

> Some counselors view themselves "as budding administrators" because they were chosen on that basis, rather than on their competency and training in counseling (Louisville High School Teacher).

Three years ago, I went into counseling because I thought the kids had a lot to say. As a classroom teacher I just didn't have time to listen. There should be someone in the school who has primary responsibility for listening to kids and trying to help them with their problems (Louisville Junior High School Counselor).

I enjoy counseling very much. I taught first...I do like teaching. I enjoyed the classroom, but I am doing what I really like to do now. As a classroom teacher, I was awfully frustrated because I always react to a student's personal need because of the other students around needing help (Seattle Junior High School Counselor).

Finding #7: Special training is needed for different counseling and guidance functions.

It's really too bad we do not have more of the group type experience. We need training in group work (Houston School Counselor).

There aren't any specific courses related to elementary counseling. I've only taken one course called "Elementary Counseling." The main difference is in the practicum... Some of the professors at the school understand and are relating to the issues of counseling around minorities and for minorities; some of the courses you take are just to get your grades and you get absolutely nothing out of these courses (Boston School Counselor).

The counselor program is really not a very good program. It's not good preparation for actually doing guidance and counseling... I really feel a severe lacking with the background I have. Even though the degree's called a master's, you couldn't in any kind of good conscience go out and say, here I am--a counselor (Boston School Counselor).

The courses you get when you go back to school include psychology, economics, sociology and statistics; they're the basic courses for the master's. The practicum is field based. Most of your guidance and counseling coursework is geared towards education rather than what we do here in vocational counseling (Louisville Agency Counselor).

Finding #8: Counselors need to be in touch with the "real world"; they need to be able to "relate" to students.

To be an occupational counselor or a vocational counselor...this type of counselor is not fully qualified unless he's been out in the world of work himself for a period of time. I just don't believe

that a person who's gone through four years of high school, four years of college, has a master's and even his doctorate, then becomes a vocational counselor, never having been out in the old world of work can really do a good job. They don't know what the work world wants (Houston School Counselor).

Being a white counselor in a minority school, I think it presents some problems... Many of the students said they would function a lot better if they had a brown counselor, and I'm sure that many Black students would feel that they would function better if they had a Black counselor (Denver School Counselor).

The greatest number of people that come into our agency is Black. I am Black and that makes me better able to understand their problems and I feel more comfortable around the clients. I don't think I would feel comfortable in an upper-class setting. I really feel within myself I wouldn't have that much to offer clients in that setting (Louisville Manpower Counselor).

The recommendations that I have for counselors and the counseling profession are I feel that: there should be more Black counselors, more Spanish speaking counselors, more counselors for minority children because when they get ready to go to college they're faced with a counselor who is white and thinking mainly from a white standpoint (Boston Teacher).

Finding #9: Counselors need to have a high level of interpersonal skills and be a sensitive, caring person.

A counselor should be a sensitive person, relatively articulate, a caring kind of person, more open than most people you find in education, willing to adjust to change and to initiate change. Counselors should be a strong person, one that cannot be easily intimidated (Denver School Counselor).

One of the strengths of our department is the diversity of the six people. We don't have any two who function alike. This gives students opportunities to shop and find a person they can relate to best. We have a lot of respect for each other and where we differ, we have not allowed these differences to result in a negative type of operation (Denver School Counselor).

Counseling Methods

Finding #10: Schools need planned guidance programs for all students.

I think our biggest obstacle here (working with more students) is that we can only see kids from a study hall or the last period of the day which is an activity period (Kansas City School Counselor).

Some counselors use regularly scheduled conferences to establish contact with students (Denver School Counselor).

The open-door policy often is ineffective. Students hesitate to approach the counselor (Louisville School Counselor).

Finding #11: Counselors prefer to work individually with students.

Counselors describe their primary concerns as: "helping students find self-direction," "helping them have a sense of responsibility towards themselves and others," "listening to kids and trying to help them with their problems" and "helping them in their interactions with teachers and each other."

Most junior high counselors would like to relate to students on a one-to-one basis (Louisville School Counselor).

Finding #12: Group counseling is beginning to be used with considerable success.

Group counseling is directed towards behavior problems more often than individual counseling is. It is a way to bring students with similar problems together.

I have three groups going....with the third grade group we tried to help them become sensitive to other people's feelings and get along with the other children better (Louisville School Counselor).

The group counseling and guidance approach has slowly been gaining support over the last ten years as a more flexible tool than the individual approach (Houston School Counselor).

We feel that on an individual basis we were not covering the students as well as we would like to. By spending more time with a group situation, we could reach more of them, more effectively, than we have been on an individual basis. This would also be a way of becoming more visible, rather than just being there (Pittsburgh School Counselor).

Finding #13: Some schools are beginning to integrate guidance activities into the curriculum.

> We'll be using the small group approach to get across certain types of information--selecting colleges, self-awareness, values and human relations. These classes (6-8 week minicourses) will give students a chance to do some exploring of personal kinds of things that classes don't allow (Pittsburgh Counselor).

Finding #14: Counseling is beginning to deal with the client's environment as well as the client himself.

> Often parents are not the causes of a child's problems; but youngsters are dependent to a large degree on their parents. I try to have as much personal contact with the parents of children I work with as possible so I can get an understanding of the home (Kansas City School Counselor).

> A strong trend in the social sciences is away from a "clinical" approach, which has treated emotional and human stress as an illness to be cured. The alternative model replacing it is a "social ecology," which places the stress in context with the environment where it occurs (Community College Counselor).

> One weakness of our program is the student is all we can work with. There isn't enough contact with the home. I think the school setting is not as conducive to success as working with the family. We have talked about moving the counseling department from the school setting--being available part of the day to the family (Minneapolis School Counselor).

Finding #15: Resource people from the community can be used effectively for counseling and guidance activities.

> A counselor has helped set up a special tutoring program for students with learning problems that brings in volunteer tutors from the community (Boston Family Service Supervisor).

> The counselor needs to know what's happening to the students. He can bring in resource people from the community to assist him. In drug counseling we have brought in one man who was on methadone and is presently attending the university and doing quite well (Minneapolis School Counselor).

We try to work directly with other community mental health centers. We work with the centers on patients and encourage direct consultation with them--plus we are setting up centers out in the community ourselves; so we are getting closer to where the people live, where they are at and to seeing the contexts people are coming from (Pittsburgh Child Guidance Center Administrator).

I use a lot of the outside resources here in the city... They are able to help in their field and able to really help these clients (Kentucky Comprehensive Manpower Counselor).

Finding #16: School counselors need to join in the cooperative efforts beginning among counselors at other agencies.

Lack of support from the school or the family hampers the juvenile service counselors' effectiveness. Juvenile services counselors cannot provide the whole positive environment needed to change the behavior of a withdrawn or hostile student (Minnesota Juvenile Counselor).

Services "coming together" include public health, mental health, social welfare, correctional services, but not schools. This "isolationist" attitude that schools have adopted is being challenged by some groups (Minnesota Mental Health Agency Counselor).

Finding #17: Students need increased confidence in the counselor's ability to help.

Students find the counselor's suggestions are nebulous and that, when all the talking is finished, it is he, the student, who is responsible for "shaping up or shipping out" (Boston Juvenile Counselor).

Finding #18: Community college counseling departments tend to be highly flexible and utilize varied methods and activities.

Those who come to community college are a heterogeneous group. They come from a variety of racial groups of all ages. Counselors are challenged to provide concrete information about a variety of matters, such as course offerings and careers to students who may be quite unlike themselves (Denver Community College Counselor).

The team is made up of a counselor, a counselor associate (paraprofessional) and a student counselor. Through the team approach we attempt to have a variety of levels and kinds of help available to the student (Denver Community College Counselor).

I think it is a hell of a threat to the entire counseling system to think that a counselor associate could do some of their work (Denver Community College Counselor).

Relationship to Other Educational Processes

Finding #19: Counseling should be integrated into the mainstream of the educational experience.

Counseling has no life of its own, as a standard part of the student's learning experience (Pittsburgh School Counselor).

Counseling should be in the center and the mainstream of a kid's educational experience, not just a side channel that he might be shoved in for one reason or another (Pittsburgh School Counselor).

A counselor usually comes into contact with students only when they are funnelled through the counselor's office for class enrollment, perhaps, or transcripts for college (Houston School Counselor).

Finding #20: Administrative restrictions which hinder counselors should be reduced to a minimum.

The biggest obstacle that we have yet to run into is simply moving along things in the bureaucracy. We can work our tail ends off, work on Saturdays, work out many units to give kids choices and options...and have it completely shot down simply because of detail kinds of things. There isn't much we can do about the frustration we have with teachers who put their hearts and souls into something and then the administration, for some very legitimate reasons of their own, completely wipe out what work has been done (Minnesota Junior High Counselor).

I think the apathy that is prevalent among counselors is due to the fact that, in big cities, there are certain records that administrators want from counselors and they're so busy doing all the paperwork they don't have time to sit down with the children. They've got to follow rules step by step! (Boston Elementary Counselor).

Some of the problems are the administrative kinds of decisions that tend to make the life of a counselor difficult in terms of the working relationship (Seattle School Counselor).

Finding #21: Other school personnel view the primary role of counselors as correcting behavior problems.

A teacher complained when the counselor could not "fix the student he had sent" (Kansas City School Counselor).

For counselors, the role of disciplinarian is an unfortunate one, because it dominates all other counseling roles in the minds of impressionable adolescents. It's hard to get rid of the idea that when you go to the guidance office you're going for discipline. That's the bad feature of seeing all the kids that come in for misconduct. We're getting a discipline image, though we are not disciplining the children (Denver School Counselor).

Teachers want the counselor to get the kid out of his hair, that's the counselor's magic wand to know that he has hidden in the corner.... The teacher's answer is they just want everything to go smoothly (Louisville School Counselor).

Finding #22: There is a significant difference between the roles and methods of operation of elementary and junior-senior high school counselors.

I am relatively free to develop my job the way I think it should be. No one interferes much, so I can get together with teachers and work out what needs to be done (Louisville Elementary School Counselor).

The high school counselor has been assigned an administrative role that requires him to deal with quantities of paperwork, problems of scheduling and requests for transferring from one class to another (Minneapolis School Counselor).

It is difficult to deal with the psychological problems of older students, because they have learned to hide or disguise the roots of their problems (Denver School Counselor).

Finding #23: A more positive relationship exists between counselors and teachers at the elementary level and this should be continued in high school.

Counselors ought to help students with their programs more. With as many counselors as we have here, they can do a better job than they are doing (Louisville High School Teacher).

I don't see what counselors do all day long that they can't see all the students (Kansas City High School Teacher).

She does not work with the majority but only a select group out of her caseload (Pittsburgh High School Teacher).

Finding #24: Students consider counselors a part of the administrative hierarchy.

In junior high and secondary schools, most counselors' offices are next to the principals' (Seattle School Counselor).

Half of the directors of counseling and guidance departments have the title of vice principal and have no counseling or guidance training (Denver School Counselor).

We want to move our centers so we're not associated with the main office. As we're next to the principal's operation, they don't feel free to come in (Houston School Counselor).

Finding #25: A counselor must be visible and accessible to students.

I think we should get rid of our offices. I think the student should seek counselors just all over the place and in an informal way. A counselor is assigned to an office but it is my request that the counselor not spend his time in the office. I can see counseling as taking place in a cafeteria, on the street--where students are (Seattle Community College Counselor).

The counselor's office here is not something that's in the back of the school...that is all closed up and you have to knock to come in. This office is all glass--students feel free to come in (Kansas City School Counselor).

Too often the counselor stays in his office, not venturing as far as the student cafeteria, let alone outside of the school (Louisville School Counselor).

Finding #26: Large caseloads do not give counselors enough time to meet students' needs.

The present ratio of counselors to students makes it impossible for counselors to assume additional responsibilities, such as promoting human development (Boston Family Services Counselor).

I think the counseling function is important but we don't have enough time for all the kids (Boston School Counselor).

The biggest obstacle to counseling is not enough time...to cover everyone that needs to be served... I would like to get more involved in family counseling. I think we are limited in time and the buildings (Seattle School Counselor).

I don't think our counselors have the time to follow through. Person-to-person therapeutic counseling should be done by someone who has more time than counselors do (Minneapolis School Teacher).

Finding #27: The counselor has no regularly scheduled time with the student.

The counselor's work in the classroom is usually limited to borrowed time from a teacher's class (Houston School Counselor).

Teachers dislike having their schedules interrupted for counseling. This arrangement only serves to reinforce in the students' mind that what the counselor has to offer is of secondary importance (Pittsburgh School Counselor).

It is impossible to work with students over any extended period of time (Pittsburgh School Counselor).

In order for any student to see the counselor, he must miss part of his classroom learning (Seattle School Counselor).

The teachers are jealous of their teaching time when students have to come out of a class if they want to work with us (Louisville School Counselor).

Finding #28: Counselors are expected to double as "learning specialists."

We can only diagnose the problem through the use of standardized tests, without being able to do any remedial work. And one may question the reliability of many standardized tests in pinpointing learning problems (Minneapolis School Counselor).

If the student is not "academic material" he may be very talented in other ways, but the school is unable to recognize or challenge those talents (Louisville Teacher).

Counselors use test scores to prove their suspicion--the student is retarded and beyond help (Pittsburgh Counselor).

Finding #29: School counselors and school social workers have ambiguous responsibilities.

> The elementary schools often turn to the social worker for help. In many cases, I think this is inappropriate use of their training and skills, because that's not what they've been prepared for (Pittsburgh School Counselor).

> There is some sense of competitiveness between counselors and social workers, due in part to a lack of well-defined roles for the two (Minneapolis School Counselor).

Career Education and Counseling

Finding #30: Most counselors favor a move toward career education and see a role for themselves.

> I think this program that you just mentioned is workable and strong and very much needed. You wouldn't have a program without effective counseling because how are you going to put your program over with this type of counseling without this type of follow through? (Boston Agency Administrator).

> Career education is a good idea but it doesn't sound that new (Louisville Employment Service Counselor).

> Counselors could function at all different phases of career education. I'm glad there's such a chance to include people like senior citizens and the people who feel their career has ended. I think that as long as you are living and alive you should still think of making life worth living (Louisville Community Action Counselor).

> I just hope career education wouldn't get into just furnishing materials and sending students places...I hope career education would get the counselors personally involved (Boston School Counselor).

> Career ed sounds ideal... I don't think there would be the need for as much counseling... I think counselors would be obsolete, maybe (Louisville OIC Counselor).

Finding #31: School counselors acknowledge weak programs in career counseling and guidance.

> Just a hodgepodge of material that comes in the mail--that's the type of career information we have available to students (Kansas City School Counselor).

We have some career information in files but that is about all. This is probably our greatest weakness; we need to let students know more about vocation (Houston School Counselor).

We see the lower ranking students and talk to them about vocational plans, because we feel that many had been neglected and that they might profit by learning about the many different kinds of opportunity in the vocational area that they can take advantage of.

Finding #32: Career guidance in schools is limited to providing information and conducting career days once or twice a year.

We have a career day but no organized program.... The whole thrust of the curriculum is for college-oriented students (Kansas City School Counselor).

Our school career program consists of contacting all the students in the 11th grade through a series of programs (Pittsburgh School Counselor).

We make a survey of vocational interests and ask the students to indicate first, second and third choices and then we group them according to their choices. We've had 50 visitors to talk to interested students about their career fields (Kentucky School Counselor).

I provide information and go over the various apprenticeship programs. I make sure students meet the qualifications. This is about as much career development as we do (Louisville School Counselor).

Finding #33: Counselors need to concentrate on helping with long-range goals.

Mid-career changes are common occurrences today. No longer do adults stay in one occupation for a lifetime (Boston Employment Counselor).

There is little room for educational planning as it ought to be--an ongoing career planning process for assessing the individual, providing information and exploring possibilities for priorities (Houston School Counselor).

Recently, career guidance centers have been set up. They are a step towards a continuous career planning and guidance service. At present, they serve to fill the gap left by high schools without career guidance (Denver Community College Counselor).

Finding #34: Counselors need to offer youth alternatives for solving their problems.

At the end of these (counseling) sessions kids have really come up with reasonable, sound ideas. They want to have some voice, just a little voice in what they are learning about, because learning about ancient Rome was not making sense to them (Pittsburgh School Counselor).

The student needs alternatives that make him feel he is doing something worthwhile (Seattle School Counselor).

I think if the educational system would change so that there would be a place for every child...then those kids we see would not be labeled trouble makers.... As the situation is now, we have nothing to offer that child. We have to tell him to go back to class, and he's not going to go. ...it's a waste of time and human resources (when) we are all running around dealing with the same kid in many instances, (without) having been given the tools to make (him) any happier (Denver Juvenile Counselor).

Finding #35: Personal counseling is becoming increasingly accepted as a part of employment counseling.

The counselor seems to be less concerned with what is the cause of his client's problem than sending him out to find a new job. This kind of job counseling can become a trial and error process where the client goes to one job, finds he is unable to work satisfactorily in it, comes back, finds another job, is still dissatisfied, and either repeats the process or gives up (Boston Employment Counselor).

We get people who have psychiatric problems, but not severe enough to make a referral. So the client feels we should be able to help him ourselves. We really need assistance from experts to help us with cases like that (Boston Employment Counselor).

Although individual comments vary, some general trends or themes can be identified from the findings in relation to the various settings where interviews were conducted. These are charted on the following pages.

INSTITUTION/AGENCY Key: + usually o somewhat/sometimes - seldom x does not apply	Elementary School	Junior High School	Senior High School	Community College	Manpower Employment Agency	Mental Health Agency	Corrections Agency
Have specific guidance and counseling objectives	-	-	-	0	+	+	+
Emphasize personal counseling	+	+	+	0	0	+	+
Emphasize vocational counseling	-	0	0	0	+	-	-
Emphasize academic counseling	+	+	+	+	-	-	-
Emphasize job placement	x	x	-	0	+	-	0
Emphasize correction/ remedial counseling	+	+	+	0	0	+	+
Emphasize preventive/ developmental counseling	0	0	0	0	-	-	0
Encourage the counselor to provide advocate help if needed	-	-	-	0	0	0	0
Encourage the counselor to deal with client and his environment	-	-	-	0	0	0	0
Make provisions for group guidance or counseling	0	-	-	0	0	0	0
Require counselor to have specific training or credential	-	-	-	-	-	+	-
Try for ethnic or cultural balance between counseling staff and clientele	0	0	0	0	0	0	0
Require teaching certificate	+	+	+	+	0	0	0
Provide support staff if needed, e.g., aides, paraprofessionals	-	-	0	0	0	0	0
Appoint only persons with counseling or guidance training as directors of the program	0	0	0	0	-	+	0

COUNSELOR Key: + usually 0 somewhat/sometimes - seldom x does not apply	Elementary Counselor	Junior High Counselor	Senior High Counselor	Community College Counselor	Manpower Employment Counselor	Mental Health Counselor	Corrections Counselor
Have specific training	+	0	0	0	0	+	0
Tend to enter counseling directly rather than through another profession	-	-	-	-	0	+	0
Serves others, e.g., administrator, teacher, parent, as well as client	+	+	+	+	0	-	+
Lays down standards or norms for clients to follow	+	+	+	0	-	-	+
Tends to be seen as an authority figure	+	+	+	0	-	-	+
Has discipline responsibilities	+	+	+	0	-	-	+
Has a caseload rather than general duties	-	0	0	0	0	+	+
Has other duties, e.g., providing information, scheduling, besides counseling	+	+	+	+	+	-	-
Is part of the every day environment of client with potential for ordinary rather than extraordinary contact	+	+	+	+	-	-	-
Conducts group sessions for personal growth, e.g., self-concept, communications skills	0	0	0	0	0	-	0
Assesses clients abilities (other than by asking)	+	+	+	0	0	0	-
Assesses clients interests (other than by asking)	-	-	0	0	0	0	0
Refers client elsewhere if needed	+	+	+	+	+	+	+
Works closely with school counselor	0	0	0	-	-	-	0
Works closely with agency counselor	0	0	0	0	0	0	0
Works primarily with client on one-to-one basis	0	+	+	+	+	+	+
Has training in diagnosing learning problems and prescribing or providing remedial help	-	-	-	-	-	0	-
Sees career development as integral part of human development	0	0	0	0	0	0	0
Has training in career guidance	-	-	-	-	-	-	-

CLIENT

Key:
+ usually
o somewhat/sometimes
- seldom
x does not apply

	Elementary School	Junior High School	Senior High School	Community College	Manpower Employment Agency	Mental Health Agency	Corrections Agency
Generally refers self	0	0	0	0	0	+	-
Receives personal counseling	+	+	+	+	+	+	+
Receives vocational counseling	-	0	0	0	+	-	-
Receives academic counseling	+	+	+	+	0	-	-
Receives job placement	x	x	-	0	+	-	0
Seeks help from a counselor to plan long-range goals	-	0	0	0	0	0	0

COUNSELING AND GUIDANCE PRACTICES

RELATED TO CAREER EDUCATION

The Laboratory is conducting a companion study for the NIE Career Education Development Task Force to identify and specify emerging career education concepts. The study coordinator has attempted to monitor the rapidly expanding literature relating to career education and also has visited programs and talked to practitioners throughout the United States.

This study has resulted in the preliminary specification of: (1) general career education concepts and (2) specific assumptions, trends and beliefs regarding career education as related to the learner, the learning process, community concerns and educational structure.*

The preliminary statements about general career education concepts and statements about learners are used in this section in analyzing positive and negative aspects of current counseling and guidance practices. For each statement both facilitating and inhibiting practices are listed. These statements are based on practices observed by the interview team at school and agency sites and other information made available to them.

*The final report of the study will be completed in September 1973.

A. GENERAL CAREER EDUCATION CONCEPTS

Career Education Concept #1: Career education is best described as a process for all persons even though it is not yet available in any systematic, articulated, comprehensive fashion.

Supporting Practices

Annual career days provide opportunities for all students to talk with persons from a wide variety of occupations.

Counseling as an integral part of the curriculum reaches all students.

In the schools which are beginning to develop career awareness (elementary), exploration (junior high) and preparation (high school) programs, counselors were working to involve all students.

Recently established career resource centers at several high schools were consciously trying to attract college bound students as well as students taking vocational classes. In one center serving both a junior and senior high (Pittsburgh), the career counselors were working with classroom teachers to stimulate career interests of all students.

Group guidance is being used to prepare youth to make a positive transition from high school to post high school employment or training; e.g., a model for group guidance for all students in secondary schools (Houston).

Inhibiting Practices

Most high school counselors spend more time helping college bound students than noncollege bound students with career planning.

The "middle group" of elementary and secondary students rarely sees a counselor.

Counselors only have time to see problem students who get sent to them.

School counselors' priority of one-to-one counseling and the absence of group guidance in most high schools suggest that the students who receive the most help are those who ask.

Career Education Concept #2: Even though some will equate "career" with "job," most observers believe career education must incorporate life roles much broader than work responsibilities alone.

Supporting Practices

Many school counselors see career guidance as a chance to help students make choices affecting their whole future.

School counselors are generally interested in career education if it involves helping students with personal and emotional needs as well as preparing them for work.

Guidance, especially at the community college level, is beginning to expand to offer help with life skills, decision making, problem solving, interpersonal communications, self-understanding, etc.

New programs try to take into account all life roles; e.g., a BAVTE sponsored project to help state departments of education develop and implement plans for "Career Development Guidance, Counseling and Placement."

New guidance programs equate "career" with "life"; e.g., a "Comprehensive Career Guidance System" developed by the American Institutes of Research.

Career education cutting across life roles encompasses virtually all objectives stated by school counselors.

Inhibiting Practices

School counselors at elementary and secondary levels tend to see career education as education for the world of work and related guidance programs are oriented in this way.

When secondary school counselors are engaged in traditional career guidance, they are helping students make choices about further education or occupational choice. Counseling for "life" choices is viewed differently as personal counseling.

Career resource centers in high schools were resource libraries for occupational information.

Junior high school counselors were more uncertain about the need for career guidance for their students than were high school counselors.

New career guidance programs talk of self-concept, personal interests and values, but are still focused on the work role.

The relationship of "placement" to many roles is uncertain; e.g., citizen/family.

Career Education Concept #3: While there are few operational programs which can demonstrate how they are attempting to prepare persons for each of their many roles, it is apparent that a comprehensive educational delivery system will be required--made up of diverse, sometimes even nontraditional components.

Supporting Practices

There is a recognition of the need to deal with the student's total environment.

In many instances, individual social agencies are being drawn together and coordinate services to meet needs of individuals.

Social agencies have come to recognize the influence of job deprivation and under employment on the human condition; e.g., the Juvenile Delinquency Prevention and Control Acts of 1968 and 1972 have moved efforts in juvenile work away from correction toward prevention.

Area career information and counseling centers are being created by combinations of educational institutions and other agencies.

Inhibiting Practices

Individual counselors usually have their own independent programs.

Administrative tasks reduce time for counseling and guidance activities.

School rules often prevent counselors from going to students' homes to work with parents.

Counselors in different settings have diverse training and orientations which do not encourage bridging the gap between them.

Many efforts at "comprehensive" services in the community still tend to limit themselves to their own fields; e.g., comprehensive mental health does not generally include career counseling.

Nearly all states require that school counselors have a teacher's certificate and teaching experience.

Many counselors feel threatened by suggestions that others, perhaps with less or different training, can handle significant facets of their jobs.

Career Education Concept #4: Most career education models and programs apparently have adopted a five-phase plan for providing the outcomes stated. The five-stage cycle often is based on research and literature growing out of vocational decision making and career development throughout a lifetime.

Supporting Practices

The heavy concentration of most career education models seems to be in the first three phases--awareness, exploration and preparation. The phases of placement and followup are talked about but few programs have yet appeared with these components.

A number of guidance professionals and other personnel in school districts and state departments of education are working on models for developmental career guidance, kindergarten through adulthood.

Inhibiting Practices

The introduction of developmental guidance activities will require a significant shift in priorities and organization.

Counselors are hesitant to introduce career information to youth too early, believing they are not concerned about their future until the latter part of high school.

Counselors define "career" differently. Therefore, there are different perceptions of objectives, scope, sequence and timing of a K-adult developmental guidance system.

School counselors display little imagination for doing things differently from what they are presently doing.

B. CAREER EDUCATION LEARNER CHARACTERISTICS

Learner Characteristic #1: People are different: each one of us has a unique style.

Individual living and learning styles vary greatly. Every person sets his own priorities and operates within his own parameters--all of which defy broad sweeping treatment.

Supporting Practices

Counselors are placing top priority on one-to-one counseling to meet individual life styles and needs. However, this tends to restrict their abilities to reach all students.

Counselors thought they should be available to students whenever the students' needs arise.

New counseling services have sprung up to serve individuals with different lifestyles or with special problems; e.g., dropin centers, drug counseling clinics, draft counseling, suicide prevention, alcoholic rehabilitation, abortion clinics, family planning. The relationship of these services to effective interaction with the work role makes them important to a comprehensive career education effort.

New programs recognize that employment counselors must develop an understanding of the applicant's life style and a system to overcome as many barriers as possible to his employability. These barriers may include physical, personal and social handicaps; lack of skilled training and inadequate basic education; and poor attitudes towards himself, others and the world of work.

Counselers in many community colleges and agencies are using peers and aides who have similar life styles to the counselor to better relate to his needs.

Inhibiting Practices

There are relatively few minority counselors in schools.

Students often are assigned a counselor whether or not the "match" is "good."

Counselors tend not to have good rapport with ethnic group members.

School counselors usually are limited to operating only within the school structure; i.e., school day, school building.

Systematic attempts are not being made to reach a wide variety of students.

School counselors have few alternatives to offer students who cannot seem to function in the traditional classroom.

School programs rely on "shotgun" approaches.

School programs often are inflexible, giving counselors little leeway in proposing alternatives to students.

School counselors are representatives of the school and tend to take the administration's viewpoint rather than the students'.

Individuals tend to be matched to jobs by comparing their personal characteristics with workers in those jobs.

Without effective methods of assessing guidance needs of individual students, counselors have had to assume that they know what students need or rely on what students say.

Counselors often seem to try to force youth into what they consider acceptable life styles (imposition of the Protestant work ethic as the only "right" work ethic).

Although most secondary schools have advanced courses for bright students, no counterparts were found in guidance programs.

Many counselors are faced with the problem of personal inadequacy and unawareness of the unique problems encountered by minority students, youth and women.

Counselors tend to recognize only one way of operation. They feel limited and locked into traditional behaviors.

Learner Characteristic #2: People have a strong interest in resolving their individual needs and concerns.

Need hierarchies and developmental tasks continue to influence educational processes. Critics point to the need of skills in surviving, coping, seeking, creating, responding and relating to one another. Self-actualization and personal development are being given greater emphasis.

Supporting Practices

Counselors (in projects like Community Action Programs, Work Incentive Programs, Concentrated Employment Programs) are attempting to work with disadvantaged populations to reinforce their skills in personal and social development, with progressively more attention to self-fulfillment.

Traditional therapy oriented services (like mental health centers and family counseling) are becoming involved in helping clients meet basic physical and interpersonal needs as well as counseling them to help resolve their personal or emotional problems. These services have a strong relationship to career adequacy.

Guidance programs have been established to offer troubled youth meaningful educational and occupational alternatives (Juvenile Delinquency Prevention and Diversion Actions of 1968 and 1972).

A number of career guidance programs focus on teaching life skills; e.g., "Life Skills: Structured Counseling for the Disadvantaged" developed by Columbia Teachers College and Wayne State University-Detroit Public Schools project with inner city youth.

The four NIE developmental career education models assign high priority to guidance and counseling roles in providing skills relating to self-sufficiency, meaningful self-concept, creativity and personal expression, understanding of personal heritage, effective interpersonal relations, productivity (vocational and avocational), effective communication and continuous intellectual development.

College counselors are offering courses in self-development; e.g., human potential seminars at Kendal College.

Increased attention is being given in the counseling field to helping people develop self-understanding, openness, communications and sensitivity toward others.

Inhibiting Practices

Guidance programs in the schools do not have clear objectives for providing coping skills, interpersonal skills, etc.

Guidance programs that have development of self-concept as a goal do not have a plan for achieving this with all students.

Counselors of students (who are minors) have responsibility to parents and guardians, as well as to the counselee. Students' needs sometimes conflict with what parents want and no clear plan for dealing with that situation is present in most guidance programs.

Administrative and scheduling activities of school counselors absorb time (which could be used to conduct guidance classes for these purposes).

Personal development is not generally a specified objective of schools, and students often do not see counselors as a source of help in this area.

Many counselors see counseling as a one-way process.

Many counselors are certified professionally trained "helpers," but few are specialists in the area of human knowledge and relations.

Learner Characteristic #3: People have immense capacities for learning and doing.

Individuals are capable of processing great amounts of information much earlier, and to a greater extent even as adults, than traditional educational programming permits.

Supporting Practices

Some elementary school counselors were found working with teachers in the classroom to help the children learn communication skills and how to relate with one another.

Mental health centers are beginning to work closely with the schools (including elementary) to prevent and to identify in the early stages problems that are likely to affect the educational performance of youth; e.g., the Robinsdale School District and Hennepin County Mental Health Center in Minnesota conduct needs assessment surveys on the elementary level to determine how many children have emotional and social needs, home and environmental needs and academic needs which are not being met by the present services; in Seattle, the Central Area Mental Health Center--31% of clients are age 4-18--has begun to provide direct services within one of the local high schools.

Group counseling is increasingly used as a means to help individuals express their own feelings, develop openness and communicate better, giving clients skills for self-improvement rather than some "expert" prescribing a treatment or unilaterally offering a solution.

Inhibiting Practices

Many school districts do not presently have elementary guidance and counseling programs.

Elementary counselors are often shared between two or three schools making it difficult to work with all students.

School counselors disagree on how and when career information should be provided to students.

Learner Characteristic #4: People can be responsible for their own decision making.

There is growing recognition that people want to "do it themselves," and that decisions will be more effective when they are made by those most affected. If individuals are to know how to take risks, solve problems, choose among alternatives, investigate dilemmas and test theories, they need real risks, real problems, real alternatives, real dilemmas and real theories to work with.

Supporting Practices

Counselors sometimes work with teachers in their classes to help a group resolve their own behavior problems.

Group counseling is sometimes employed to help individuals or entire groups to solve their own problems, to seek alternatives, etc.

Some school counselors see career guidance as an opportunity to learn decision making skills and are incorporating such activities into their programs. The Employer-Based Career Education model places adolescents in a setting where real risks and decisions are made a part of early career development activity.

New counselor training programs place trainees in learning situations which let them experience personal decision making; e.g., NWREL Manpower Counselor Training Project.

Counselors are using small group guidance and gaming techniques to help students think through various kinds of problems, dilemmas, etc.

Guidance programs are being designed to teach decision making skills; e.g., "Deciding" unit designed by College Entrance Examination Board; a Comprehensive Career Guidance System incorporating general decision making strategies in each of the content areas (vocational, educational, personal-social, academic-learning, citizenship, leisure) developed by American Institute for Research; and "Career decision making program K-12" is an occupational guidance decision making technique being developed by Appalachia Educational Laboratory.

Opportunities are being provided in schools for students to make more of their own decisions.

Inhibiting Practices

-Counselors who are hired without adequate training lack skills needed to help students make their own decisions.

Few school guidance programs are set up to help students systematically learn how to make decisions.

Administrators mainly utilize counselors as schedulers and clerks rather than as problem solvers or advocates to the client.

The official nature of his office limits the counselor in gaining the trust of students.

Learner Characteristic #5: People who can show they know how to do something do not need to be taught it again.

Competency based programs which allow individuals to prove that they have already learned a concept or skill are now winning favor. In more rigid systems a student is required to take prerequisite courses or repeat materials covered earlier. Seldom is "credit" given for something learned outside school settings. Efforts are being made to move from a credential or certificate as evidence of achievement toward an individual portfolio of demonstrable skills and knowledges which could be continually updated.

Supporting Practices

Students can be advised to take advance placement courses in high school to obtain college credit.

NWREL is conducting a pilot project in competency based training for manpower counselors including giving credit for what a counselor can do (in cooperation with Oregon State University).

Records of achievement and test scores maintained by counselors offer the basis for counselors to advise students in course and career selection.

Many counseling staffs have made commitments to add paraprofessionals with varied backgrounds and educational levels to add new technical counseling skills.

Learning in places other than the classroom is beginning to be recognized; e.g., open schools, employer-based career education.

Inhibiting Practices

Even though some states and local programs are moving toward competency based high school diplomas, too little attention is being given to the counselor's role in such a program.

Present commercially available standardized tests used in schools usually measure only general aptitude and achievement, not specific competencies related to real world performances.

Vocational aptitude tests measure such things as manual dexterity and perceptual ability. Guidance personnel most often use these to point out occupational fields matching such aptitudes rather than helping their client understand what he has learned and can do.

Counselors know only the general educational requirements for employment opportunities, not what specific competencies are expected.

Learner Characteristic #6: People find real meaning in their lives by interacting with others rather than staying in isolation.

While there is a need for persons to cloister themselves occasionally, too many barriers are erected which contribute to separation and isolation. Young people are separated from older people, schools from the community, labor from management, liberal arts from the physical sciences, etc. The concept of interdependency can be engineered.

Supporting Practices

The relatively recent use of group counseling techniques seeks to use group interaction for problem solving, decision making and improved self-understanding. In a few places, such groups are engineered to foster the career development of all.

Interagency cooperation, reciprocal use of community resources and the development of a communication network--all of which are increasing--contribute to counselors' ability to "engineer" productive interactions.

Group counseling techniques are used extensively in various agencies; e.g., the juvenile department of Hennepin County, Minnesota, uses a program called Guided Group Interaction to work with youth who are in detention; mental health centers and family counseling services frequently use group counseling to work with entire families, with groups of nonworking mothers, with groups of disturbed youth.

Adult paraprofessionals and peers are increasingly used in school counseling programs.

Counselors are beginning to look to the community in planning and conducting activities.

Human services systems are being advocated by psychologists for coordinating isolated efforts of existing agencies; e.g., Information and Referral Center, Diagnostic Center, Multi-Service Center, Human Services Network.

Inhibiting Practices

Many school counselors are not trained to use group counseling as a tool, particularly in career development of "healthy" students.

Schools schedules are too rigid to allow counselors access to groups of students over a period of time.

Many student problems originate in the home, but schools often do not encourage and support the counselor in becoming involved in home problems.

Certification requirements restrict the use of "nonprofessional" counselors who are a prime source of different models and interactions.

Too little is being done to teach students how to interact with others.

Group counseling is too often threatening to students because it frequently is used to "straighten out" students with problems.

Many counselors are located in cloistered, closed quarters which tend to isolate them from their clients and colleagues.

No adequate mechanism for systematic review, assessment and dissemination of programs, practices and products--for sharing of innovation--is available among individual counselors or institutions.

Learner Characteristic #7: People have the right to expect social institutions to respond to individual needs.

Internal and external pressures are causing organizations of all types to meet individuals at the point of their needs rather than perpetuating institutional objectives or ignoring the public interest.

Supporting Practices

New programs are especially created to serve individual needs of minorities and economic disadvantaged; e.g., the Concentrated Employment Program (CEP), Work Incentive Program (WIN), Opportunities Industrialization Center (OIC) and Manpower Development Training Program (MDT).

Mental health centers and family services centers often are located in target neighborhoods so they will be responsive to community groups.

Schools are under increasing demands to meet needs of all kinds of students with special problems; e.g., mental, physical, emotional, handicaps, economic disadvantaged.

The medical or clinical model formerly followed in mental health work is giving way to an "ecological" model which addresses problems in their social context.

School counselors generally are viewed as being responsible for providing the things that coursework does not; e.g., help in personal goal formation, planning, self-motivation, study skills, orientation to the educational system, information regarding the world of work, job opportunities and requisite skills.

Schools are being required to provide alternative forms of education, rather than simply suspending students.

Inhibiting Practices

Employment counselors typically still are evaluated on the number of job placements they make.

Many school counselors still tend to speak strictly to educational achievement and placement.

Broad training in human and cultural awareness is needed for counselors to meet special needs.

Many counselors are content to work in isolation, on safe and familiar problems.

Learner Characteristic #8: People tend to define their lives in terms of their productive self and their creative potential.

There is an innate drive in every human being that is released by doing something which is personally relevant and often socially useful. Some persons will find these attributes in their job, others in pursuits not rewarded monetarily.

Supporting Practices

Volunteer programs have been successful and are growing, particularly those involving youth; e.g., the Youth Development Program in Minnesota.

Adults are returning to school looking for some way to improve themselves occupationally or just develop new interests.

Successful use of peer volunteers illustrates the saving effects of feeling useful.

Potential school dropouts have been saved by being useful as tutors to younger students.

Women are seeking careers outside of the home--for pay or as volunteers--to develop their creative potential.

The freedom and opportunity for innovation which many community college and agency counselors found in their settings tend to produce more job satisfaction.

Juvenile services are being modified to emphasize prevention and diversion based upon the belief that delinquency stems from frustration, discouragement, failure, etc.

Inhibiting Practices

Placement services are almost totally lacking in schools. Followup procedures, if they exist, are for the purpose of finding out what the students are doing, not whether they are finding success or satisfaction, or if in fact they need a change.

Too often counselors themselves seem not to see their activity as relevant and socially useful. They seem constantly on the defensive and the lack of clarity about their objectives increases the difficulty of proving their worth and effectiveness.

The way counselors are perceived and treated by others (public, colleagues, clients) affects the way they behave.

Counselors too often seem to think unintentionally in terms of low level career expectations for minority students.

Counselors as a professional group do not exhibit any extraordinary resourcefulness in helping a student develop self-image or motivation.

RELATIONSHIP BETWEEN CAREER EDUCATION CONCEPTS AND GUIDANCE AND COUNSELING ACTIVITIES

Career Education Concept	Desirable Guidance and Counseling Approaches
General Concepts	
1. Targeted to All People	a. Counseling is integrated into the curriculum to reach all students
	b. Teachers and counselors share responsibility for guidance
	c. A career resource center provides occupational, avocational information, student data, assessments, procedures and counseling is known and available to all age groups in the community
	d. Community resources are used in the guidance process
	e. Varied needs are recognized by specific programs with clear objectives; e.g., special problems of minorities, women, and mid-career changes
2. Life Roles	a. Concentration is on development of individual's capabilities of making choices
	b. Career development is recognized as integral part of life development
	c. Roles other than "job" are recognized
	d. Development of a positive self-concept and success and satisfaction in life's roles are promoted by specific activities which are checked by adequate followup
3. Comprehensive Delivery System	a. The total environment of client is recognized and used in the program
	b. Work among agencies is coordinated on a planned basis

Career Education Concept		Desirable Guidance and Counseling Approaches	
		c.	Career resource centers are located in community
		d.	Paraprofessionals and people from the community are used
		e.	Guidance and counseling are oriented toward all people, using an "ecological" model rather than a "medical" model
4.	Developmental Stages	a.	Programs are articulated K-adult
		b.	Phases of role development are recognized throughout life stages
		c.	Career decision making is recognized as being a life long process, not a single choice at a point in time
Learner Characteristics			
1.	Each is Unique	a.	One-to-one counseling is available when needed
		b.	Group guidance and counseling is used to deal with common needs and problems, rather than only as a theraputic activity
		c.	The people providing guidance represent the same cultures and life styles and share the same career problems as those being served
		d.	Greater accessibility to guidance services is provided to students and adults
2.	Resolution of Own Needs	a.	Personal-social skills and self-understanding are developed programs organized for reaching all students
3.	Capability of Learning	a.	A system exists for early identification of learning problems

Career Education Concept		Desirable Guidance and Counseling Approaches	
		b.	Alternative learning systems are available to young children as well as adolescents and adults
4.	Decision making Responsibility	a.	Decision making skills are a clear objective of the guidance program
		b.	Students are required to make decisions in real situations and allowed to fail without penalty
5.	Competency Emphasis	a.	Different learning styles are recognized and can be assessed
		b.	Different learning settings are available
		c.	Alternative methods are used to measure and assess competencies including competencies acquired outside formal educational settings
6.	Interdependency	a.	The community is involved directly in guidance activities
		b.	Interagency linkage and objectives exist in a human services network
7.	Social Institution Response to Individual Needs	a.	Services are decentralized--community centered activities are key
		b.	Provisions exist for clients to influence the system
8.	People Define Their Lives in Terms of Their Own Goals	a.	Provision is made to use creative potential of different groups (housewives, retired people)
		b.	Counselors are encouraged and supported in developing programs satisfying to them
		c.	Students are used to help other students

IMPLICATIONS AND RECOMMENDATIONS

This study was not intended nor designed to provide the definitive list of components of a career education counseling and guidance program. However, the results clearly indicate that a reorientation of counseling and guidance activities must occur on the local level to achieve the maximum contribution to achievement of career education goals. Support on the national level will be required for local efforts to be successful.

Therefore, the implications of this study are presented in three parts.

1. Basic elements or activities of a career education counseling and guidance program

2. Implications for the planning and implementation of these activities on a local level

3. Activities on a national level necessary to support local efforts

A. BASIC ACTIVITIES

Findings point to the need for a comprehensive, continuous developmental system. Such a system would begin in school by providing the child increased opportunities to develop self-understanding, the ability to get along with others, awareness of a career and life role. It would be integrated into a total curriculum which has numerous alternatives. When he leaves the educational system, a guidance system which he

understands and trusts should be available within his community to provide support for the continuing career decision process.

The following charts illustrate some of the changes required to reorient counseling and guidance activities to support career education on the high school level.

Figure I depicts the "traditional" school model.

Figure II illustrates the career guidance model in which career is equated with work.

Figure III exemplifies career guidance as life development guidance.

These charts show that the counselor's function becomes increasingly one of assisting the student in acquiring basic learning and life skills and at the same time being open to feedback from the student. It shows an increasing role in the comprehensive guidance program for both teachers and other adult groups and individuals in the community and implies that a major role for the guidance expert would be the identification and support of those roles. Guidance would become integrated into a comprehensive curriculum.

Moving toward the comprehensive system suggested requires two basic support components:

(a) Student Assessment--Student assessment can be divided into two types of evaluation: (1) Assessment of methods the student uses to gain knowledge of his development in the areas of interest, ability and achievement and (2) job oriented assessments of his competencies and skills.

Figure I - EDUCATIONAL SYSTEM

Traditional High School Model

	INSTRUCTION	GUIDANCE
CONTENT	Language Arts Math Science Industrial Arts Business Education Fine Arts Music Physical Education Vocational Education Social Science	Attendance Achievement - grades - graduation requirments Program Planning College Admissions Career Information Counseling Consultation Individual Inventory
DELIVERY	Teachers Teacher-Aides	Counselors - full time - part time Secretaries - full time - part time
LOCATION	Classroom	Counselor's Office

Figure II - EDUCATIONAL SYSTEM

Career (Work) Education High School Model

	INSTRUCTION	GUIDANCE	
		Career Guidance	
CONTENT	General Learnings, Specific Skills and Clusters 1. Agriculture 2. Bookkeeping/ Accounting 3. Clerical 4. Secretarial 5. Marketing/ Distributive Ed 6. Health 7. Social Service 8. Food Service 9. Electrical/ Electronics 10. Construction 11. Metal Working 12. Mechanical and Repair 13. Wood Products 14. Graphic Arts	Information System Self-Assessment Career Exploration Career Preparation Placement Followup	Achievement Program Planning College Admissions Counseling Consultation Individual Inventory
DELIVERY	Teacher Teacher-Aides Business and Labor Consultant Employer Employee	Counselor Teachers Paraprofessional Business and Labor Consultant Learning Manager Job Placement Specialist Career Information Specialist	Counselor - part time Secretary - para-professional
LOCATION	Classroom Business and Labor World	Classroom Career Information Center Business and Labor World	Counselor's Office

Figure III - EDUCATIONAL SYSTEM

Career (Life) Education High School Model

	INSTRUCTION	GUIDANCE		
		Career Guidance		
CONTENT	General Learnings, Special Skills and Clusters 1 8 2 9 3 10 4 11 5 12 6 13 7 14	Information System Self-Assessment Career Exploration Career Preparation Placement Followup	Self-Awareness Interpersonal Relationship Decision Making Values - Family - Citizen - Leisure Conflict Resolution Counseling	Achievement Individual Inventory Programming Consultation College Admissions
DELIVERY	Teacher Teacher-Aide Business and Labor Consultants Employers Employees	Teacher Counselor Paraprofessional Business and Labor Consultant Learning Manager Job Placement Specialists (Community) Career Information Specialists (Community)	Counselor Paraprofessional Peer	Counselor part time Secretary Para-professional
LOCATION	Classroom Business and Labor World	Classroom Student Services Center Business and Labor World	Classroom Student Services Center Counselor's Office	Student Services Center

(b) Information System--A comprehensive informational system must be created, utilizing the bits and pieces already available, as well as filling in the missing ones. After its establishment, the system must be constantly updated and revised. Necessary components of this system are occupational information, accurate global market information, manpower needs projection, community educational and training resources and student data.

B. IMPLICATIONS FOR LOCAL IMPLEMENTATION

From the results of this study, 12 implications have been identified for administrators, teachers and counselors who implement career education counseling and guidance programs.

Implication #1: Counselors should be selected on the basis of interest and relevant capabilities.

> A person who has demonstrated he is a good teacher or who aspires to an administrative position will not necessarily be a good counselor. He needs specific competencies, attitudes and knowledge. Replacement of required teaching certificates with competency based certification should be considered.

Implication #2: "Being in touch" with the people they are to counsel should be an important factor in the selection of counselors and subsequent staff development activities.

> Counselors need to be able to relate to students and gain their confidence. There needs to be a good "match" with special consideration given to age, sex, ethnic and socioeconomic background of the individuals they work with. They need a high level of interpersonal skills and awareness of cultural differences.

Implication #3: Counselors should have opportunities for training to acquire specific, new capabilities needed for career education.

> Counselors need to be able to exert leadership in the implementation of innovative educational programs; e.g., career education in the classroom and career exploration in the community. They need to

learn techniques for helping individuals assess their own needs and problems, understanding and using labor market information and coordinating efforts of community groups and individuals.

Implication #4: Counseling and guidance should be an integral part of the educational program.

Counselors should lead the way in defining the guidance functions which are or can be part of the instructional program. This should include helping teachers to identify guidance activities and opportunities. Counselors should be physically located in the instructional area rather than the administrative area and relieved of burdensome administrative tasks which can be handled by others; e.g., signing class registration and absence forms.

Implication #5: Organizational placement and designated functions should facilitate counseling and guidance approaches which maximize potential contributions to students' educational experiences.

Counselor-teacher cooperation should be facilitated. They should work together; guidance curriculum needs to be developed to involve teachers and counselors in a team effort to provide career guidance in the classroom for all students.

Implication #6: Student-counselor contact should be planned.

Counseling should be a normal part of every student's educational experience, but it should be based upon stated objectives and need not involve a professional counselor for all students at all points.

Implication #7: Specific counseling and guidance objectives should be spelled out.

A K-12 developmental program should be articulated in a school district and integrated with a local community program. Counseling and guidance activities should begin early and objectives should be publicized so administrators, teachers, students and the community are informed. The objectives should include the career--life roles--development of every student, helping them develop self-concept and life skills.

Implication #8: Counseling and guidance activities should meet the needs of students oriented to various futures.

Academic, personal and occupational counseling all should receive attention. The desires and goals of each individual student should

be recognized and accepted and reflected in both the objectives and the way counselors spend time.

Implication #9: Special attention should be given to counseling for minorities, women, those contemplating mid-career changes and other groups with special needs.

Particular skills, outlooks, approaches and activities are needed to meet this need adequately. The guidance program should provide opportunity for counseling by people from the special group involved, as well as substantial awareness training for the entire counseling staff.

Implication #10: Emphasis should be placed on the development of long-range capabilities of the student.

Counseling and guidance activities should emphasize development of a student's own career planning, coping and decision making skills for solving his own problems in the future. Counselors should provide support for alternatives which allow students to deal with real decisions.

Implication #11: Counselors should deal with the total environment of an individual.

School counselors need to be able to deal with parents in the homes. Counselors in agencies need to deal with the community and societal pressures and conditions affecting the client. Community resources should be utilized and interagency cooperation should be increased.

Implication #12: Career guidance and counseling should be provided for persons of all ages.

People who have left the formal educational setting, as well as inschool youth, should be able to receive guidance and counseling whenever it is needed. Adults who are dissatisfied with their employment experience and those retired should be provided information and assistance in seeking new experiences.

C. NATIONAL SUPPORT ACTIVITIES

The survey results indicate a need for the National Institute of Education to carry out six activities which will facilitate the implementation and working of local career education programs.

Recommendation #1: Disseminate information about career education much more widely and directly to all persons who might be involved in the development and implementation of career education programs.

The results of the survey clearly indicate that for every category of counselor polled, fewer than one-half of the counselors had any real knowledge or appreciation of the career education concept. On the whole, classroom teachers were even less well informed. It might be assumed that employers and others are in dire need of accurate information about career education and its goals.

NIE should undertake to provide, in the most direct way possible, up-to-date information to school personnel, community agencies and employers throughout the nation. Bulletins, public media announcements, and locally organized conferences and workshops suggest themselves as possible means for achieving this goal on a larger scale than efforts to date.

Recommendation #2: Provide timely, up-to-date job market information directly to career education personnel.

Counselors surveyed (particularly public school counselors) noted their lack of knowledge about the marketplace and the "real world" as a major problem in performing the counseling function.

It is important that career education personnel, especially counseling personnel, have direct access to job market projections, specific information about what skills and competencies are required for particular vocational endeavors, and important leisure time and avocational trends so that counselors can be effective in helping students make career (life) plans. Specific tieins with the U. S. Department of Labor and various DHEW components appear advantageous.

Recommendation #3: Issue broad, but clear, guidelines for the roles various academic and nonacademic persons can play in career education counseling and guidance programs.

The results of the survey made it clear that counselors are not in agreement with respect to what their present roles and activities ought to be, and they are not very clear on what guidance or the role of the counselor in career education should be. Moreover, administrators often saw both the present behavior and potential

career education roles of counselors much differently than did the counselors themselves; teachers, more often than not had little or no idea what counselors could or would do in a career education program, let alone what the teacher's role might be. It might be presumed that employers and others would have great difficulty articulating what they might see as their participation in guidance related to career education.

No suggestion is made here that completely structured roles and activities ought to be dictated by NIE. This would be, of course, incompatible with the hoped for dynamic and creative development of the concept. Nonetheless, there appears to exist a real need for all potential career education participants (including students) to know what roles they might play and how these roles might interact with those of other people and groups. To a certain extent, the reduction of uncertainty may pay dividends in terms of creative development.

Recommendation #4: Develop and support specific jobs for paraprofessionals in career education programs.

The results of the survey and the concept analysis rather clearly point out the increased demands on counselors which a functioning career education program would entail. Attention to current staffing patterns and caseloads reveals the incompatibility between present counselor duties and activities and the requirements for individual attention to students implied by career education. In addition, career education necessitates certain nontraditional, "real world" activities on the parts of counselors.

It seems clear that career education programs will require personnel who can devote major efforts to such activities as developing working/learning situations at employer sites and designing leisure time activities with learning potential. These activities, among others, can be performed by personnel who are freed from administrative responsibilities (as counselors report administrative responsibilities and restrictions as a major problem) and who are not charged with the professional job of aiding students with personal problems. Another approach to broadening the base of counseling personnel would be to actively include in career education programs such people as counselors in various social service and community agencies. The survey reveals that these people can bring specific skills and contributions to career education programs.

Recommendation #5: Encourage and support "reaction studies" on career education participants.

Information ought to flow in both directions, from the level of NIE to the people in career education programs--and from the people in the field back to NIE and career education concept developers. One of the important effects of the survey was the demonstration that the reactions and responses of counselors and teachers and others are valuable for both the conceptual and operational development of career education.

Recommendation #6: Support the design and implementation of training to prepare counselors to conduct activities which contribute to the achievement of career education concepts.

The results of the survey indicate a need for counselors: (1) to increase their understanding of career education, (2) to be able to use new techniques which contribute to career education goals and (3) to develop attitudes and awareness of the diverse needs and values of many individuals and groups. This encompasses both the training of new counselors and continuous development of those already in the field.

Some important elements of such training indicated by the study are:

1. Development of an understanding, awareness and appreciation of the values and cultures of different racial groups.

2. Skills in measuring an individual's potential beyond existing aptitudes and interests.

3. Techniques for enhancing self-direction, problem solving and coping skills.

4. The cultural awareness required to help females and people from minority groups recognize career opportunities.

5. Self-evaluation methods including a clear criteria for judging effectiveness.

6. Emphasis on field work to give trainees experience in working with their clients.

7. Certification on the basis of competence.

APPENDIX

SITES AND INTERVIEWS

Two Northwest Regional Educational Laboratory staff members visited schools and other agencies across the United States during the spring and summer of 1972 to gather information on current counseling and guidance practices.

Sites

The career education concept itself dictated the need to include a variety of agencies in addition to schools. The need also was recognized to cover all levels of education from elementary age to adults and different geographic areas. The United States was divided into four regions and two metropolitan areas with population of slightly less than one-half million to slightly over 1 million were selected in each region.

Eastern Region:

Boston, Massachusetts

Pittsburgh, Pennsylvania

Midwestern Region:

Minneapolis, Minnesota

Kansas City, Missouri

Southern Region:

Houston, Texas

Louisville, Kentucky

Western Region:

Denver, Colorado

Seattle, Washington

Schools

Each of the sites included both urban and suburban schools at the elementary, junior high, secondary and community college levels. The district superintendent or district director of guidance and counseling selected schools to be visited by the survey team.

Personnel at 14 elementary schools, 8 junior high schools, 20 secondary schools, 7 community colleges and 12 central administrative offices were interviewed.

Agencies

The same NWREL staff members visited a total of 42 agencies at the eight sites. The agencies included 6 state employment services, 6 vocational rehabilitation centers, 4 correctional services, 2 mental health centers, 7 family services, and 17 special programs for minorities and the economically disadvantaged.

Personnel Interviewed

A total of 238 people were interviewed.

Personnel interviewed at school sites included 88 counselors, 21 teachers and 25 directors.

Personnel interviewed at agencies included 55 counselors, 8 social workers, 7 psychologists and aides and 23 agency administrators.

Those interviewed were from a variety of ethnic backgrounds and they served student populations whose socioeconomic and ethnic backgrounds also were varied. Therefore, a reasonably balanced sampling of students, counselors, teachers and administrators was reached and is reflected in the survey.

Collection and Analysis of Information

Three types of questionnaires were tried before the survey began to determine the best interview approach. A highly structured interview was not used to avoid questions based on preconceived notions of what guidance and counseling should be. Instead, individuals were allowed to express their goals, activities, concerns and suggestions for change in informal conversations. Interviewers asked questions such as "What is your definition of counseling?" and "What are your objectives?" Questions were intended to elicit information primarily on two topics:

1. Methods counselors are using now
2. Potential role of the counselor in career education

Interviews were from one to two hours long.

Each interview was tape recorded and subsequently transcribed. The interview team then reviewed each transcript in detail to identify significant statements and these statements were coded into general categories such as:

1. Method of selecting counselors
2. Duties of counselors
3. Relationship of counseling to organizational structure
4. Relation of counseling to other functions
5. Problems of counselors
6. Perceived needs of students

SOURCES OF

MANPOWER PROJECTIONS

February 1973
Northwest Regional Educational Laboratory

A study conducted by Andrew Keogh, Washington State University, for the Northwest Regional Educational Laboratory pursuant to a contract with the National Institute of Education (OEC-4-7-062871-3059, Modification No. 18)

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Published by the Northwest Regional Educational Laboratory, a private nonprofit corporation supported in part as a regional educational laboratory by funds from the National Institute of Education, Department of Health, Education and Welfare. The opinions expressed in this publication do not necessarily reflect the position or policy of the National Institute of Education, and no official endorsement by the National Institute of Education should be inferred.

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ABSTRACT

Sources of Manpower Projections

For the purpose of this report "manpower" is defined as a concept broader than "labor force" and includes potential, present and past workers. The concept sees individuals both singly and as members of a society.

Manpower projections are estimates of manpower requirements from the demand side of the labor market. Projections of shortages can initiate societal pressures to meet manpower needs. Changes in forms of occupations are predicted to influence changes in occupational classifications.

Manpower planning in the United States was first a response of the federal government to the need to determine the supply of manpower. Now projections are offered principally for private decision makers and few demand projections are attempted.

Some of the major uses of manpower projections are for educational planning, planning to meet the demand for skilled workers, vocational guidance and development of manpower programs.

A survey of 126 West Coast industries showed:

1. Only half of the respondents made a significant effort to project manpower needs
2. They generally were willing to attempt projections for only one to five years
3. Projections tended to be concerned with highly skilled workers and deemphasized lower skilled workers

4. Increasing demand was anticipated for employees with greater competencies

5. They foresaw continued growth in manpower needs but at a rate slower than in the past decade

Labor force projections indicate continuing and accelerated changes in the population and types of work available. This continuing change is reflected in the upward growth in the level of educational attainment of the labor force. The change process in the occupational demands on the labor force will cause educational insititutions and goals to change concurrently with education increasingly becoming a life-long process. The present available manpower information is inadequate for educational planners, guidance counselors and the average person making his career plans.

INTRODUCTION

The need for information about the potential human resources of this country and the projected manpower needs of the future is critical to career education planning. Among those needing access to this information are career counselors and individuals who are attempting to make career decisions.

As part of a study of current guidance and counseling practices in American schools,[1] the Northwest Regional Educational Laboratory asked counselors what sources of manpower information they used.

The manpower information study conducted for the Laboratory at Washington State University entailed a thorough search of the literature on the subject of projected manpower needs to compile information about the nature and extent of existing manpower information which might be available already to counselors. It also involved contacting several private research organizations, over thirty research divisions at state universities and three state employment divisions to learn of models currently being developed to project manpower needs (see Appendix A).

A survey of major businesses and industries located in a concentrated region was conducted to uncover other possible sources of manpower projections information. The West Coast was selected because of its proximity to the study and because this territory represents a good sampling of individual state populations and diverse industries.

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[1] The NWREL study of counseling and guidance practices consisted of interviews with more than 200 persons in elementary, junior and senior high schools, community colleges and community agencies (see Appendix B).

Questionnaires were sent to a total of 126 businesses and industries throughout Washington, Oregon and California to identify the kinds of projections they make or use for future planning, as well as their perceptions of the role of education in meeting future manpower needs (see Appendix C).

This report combines the results of this survey with the general information obtained from pertinent literature in the field and from research organizations.

MANPOWER PROJECTIONS AND THEIR USE

Concepts of Manpower and Manpower Development

The labor force is made up of the men and women who are employed or actively seeking employment. With the exception of minimum age qualifications, presence in the labor force is largely self-determined. At any point in time the members of the labor force compose what may be called the central core of the nation's manpower resources. Also included in these resources are the individuals who are neither employed nor seeking work, but who possess labor force skills and abilities or could readily acquire them and who can be drawn into the labor force. These individuals might be considered a reserve labor force.

Included in the nation's resources of manpower at any given time are:

1. The men and women who have retired from work because of age
2. Those who have had long term unemployment but now may be willing and able to work
3. Women who withdrew from work because of marriage or children and will re-enter the labor force after their youngest child reaches school age
4. Women who never worked when they were young but decide to seek employment in later years
5. Younger persons whose primary status is that of student but who can abandon their course of education or training in favor of a job

Completing the list of manpower resources are children who will enter the world of work at some future date. Compared to the more formally defined idea of the labor force, manpower as a resource is a more inclusive concept, less conducive to precise quantification. The latter incorporates individuals who are in the process of being prepared, as well as those who are prepared but for some reason are not part of the labor force at the given time. The concept of manpower thus includes both measurable actualities and potentialities.

The manpower resources ultimately are shaped by the way society lives--by all of its social, economic and political activities, its knowledge, its way of thought and feeling, its values and ideals, its past and its hopes and aspirations for the future. The society's total life not only determines the quantitative and qualitative characteristics of its manpower resources but also establishes the purposes and uses of these resources.

The development of the society's manpower resources takes place through a complex social process, a cluster of distinct but closely related processes. Through these processes human potentialities are transformed into skills, abilities and competencies required by the society in the conduct of its social life. As that life alters, the needs for already existing competencies and the ways they are used also change. While some skills diminish over time or even become obsolete, others take on new significance. For example, mathematical skills have increased in importance in the life of today's society.

In much the same way every major alteration in the society's mode of life is accompanied by the development of new skills and abilities required for the performance of new functions and activities. The redefinition of old ones reflects the changing life of a society. Much of the history of a dynamic society is shaped by alterations in its manpower resources, which in turn are affected by the kind of education and training used to transform its human resources into the labor force.

Individuals are agents in the process of manpower development, just as they are acted upon by it. They develop their own potentialities and permit their development by others. Therefore what each individual does with his life influences the creation of a societal resource. Each individual life makes a difference, large or small, in the potential and actual manpower resources available to the society.

The individual does not develop his potentialities as an isolated unit. His life is part of the lives of others; it is shaped by social institutions and by social interaction. His development as an individual is defined through activities of a social character. Therefore, it is within a series of social contexts that the individual is integrated into the larger process of manpower development. Anything that influences the growth of knowledge, skills and experience is part of the process of manpower development. Manpower development may be viewed as a specialized dimension of the larger pattern of individual development.

In a free and democratic society the responsibility for manpower development is widely diffused and decentralized. It is located in both public and private hands. At first these responsibilities seem overwhelmingly governmental because public policies exert such a strong influence upon the nation's manpower resources and because the government plays a leading role in identifying manpower problems and creating policies for their solution. However, significant manpower decisions are by no means limited to the government in general or centralized in the federal government in particular. To a great degree they are located within the private sector. This broad sharing of responsibility is valued in a free democratic society. It inhibits the government from exercising complete power and protects the freedom of private individuals and organizations to think and act. As a result, large areas of responsibility for manpower development are reserved for private individuals and organizations.

The sharing of responsibility for manpower development is a necessity also because the society's resources of manpower are shaped by the many diverse influences. The powerful influences exerted by public policies and actions operate both within and upon the frame of society's life, but they cannot be held solely or primarily responsible for many key factors which affect society's manpower resources. Public policies alone obviously do not determine marriage and birth rates, life expectancy, the proportion of the total population in the labor force, the characteristics of the working population, the percentage of young people enrolled in school or the levels

and rates of economic activity and growth. The areas of private and public responsibility for manpower development cannot be sharply separated; they are interturned.

Manpower Needs in Terms of Supply and Demand

Manpower development often has been approached from the perspective of the demands of the labor market. Occupational projections, one way of predicting manpower requirments, deal with this demand side. A broad range of industries and occupations can be included in these projections, which are based on the notion that the demand for goods and services carries with it a corresponding demand for labor in the industries involved in satisfying this demand. Allowing for the difficulties in anticipating changes in technology, earnings in different occupations and national manpower policy the projections of requirements can offer an overview of developments and directions of change for the immediate future.

Comparable estimates of supply are less meaningful because they have no well defined basis. Entrance requirements--i.e., completion of an educational or training program--for some occupations make it possible to use information about the degrees awarded or present enrollment to estimate additions to the supply. But the entrance requirements for most occupations are not specific, so that there is only a vaguely definable labor supply. Sales clerks may become truck drivers, or truck drivers become sales clerks, depending on the number of job opportunities to attract applicants.

Critical decisions by individuals, firms or government often depend on the expected extent of a shortage or surplus in a particular field. Guidance counselors in schools, public agencies involved in retraining programs and business personnel officers may attempt to identify the prospective shortages. However, the concept of a future shortage or surplus in an occupation is an ambiguous one in a dynamic economy where the market place plays a major role in allocating resources and where the government pursues active manpower policies. Added to the ambiguity is the difficulty in projecting supply by occupation.

Of course, the shortages indicated by projections of manpower demand and supply are only anticipations and subject to change and correction. As shortages threaten to emerge, they frequently set off pressures for salary increases which then increase the number of people entering or remaining in those occupations. Workers from other, more plentifully filled occupations often are used as make-do substitutes for people in the critical occupations. Technological advances are applied at a more rapid pace in an attempt to economize on scarce and costly human skills; the current growth of computer oriented systems in medicine and law is one example. Expectations of shortages in occupations vital to the nation encourage the government to introduce or expand programs of education and training in these fields. The corrective actions taken often alter the conditions that would otherwise produce the shortage.

Occupational shortage estimates frequently derive from a perceived social need. There would be a shortage of building trade workers if the nation were to devote its energies to rebuilding the central cities in the 1970's. We are likely to fall short of teachers if preschool education becomes widespread, as advocated by many educators.

Actual shortages in the sense of unfilled positions existing at any given date are likely to be considerably smaller than estimates based on a standard of need. Working out the supply and demand process towards equilibrium would minimize the shortage projections. Anticipating future requirements would be a major factor, but not the only one, for generating predictions. For instance, estimating requirements for doctors in 1985 only on the basis of the present ratio of doctors to the population would ignore the pressures for more and better medical care.

The economic, social and technological changes that are altering the nation's manpower needs also are likely to make the present job classifications outdated and provide a poor basis for projecting manpower needs. New occupations will be created and the job content of many existing ones transformed. The occupations associated with new data processing equipment are an excellent example. The duties of hospital attendants are being upgraded to include an ability to operate simple recording instruments, as well as to relate maintenance functions to the institution's overall program. As hiring slows in semiskilled jobs, many who might have entered these fields are likely to seek jobs in new or upgraded occupations.

Development of Manpower Projection in the United States

In recent decades manpower planning has become a major concern for many nations. Since World War II, industrial and developing countries have been formulating active manpower policies, creating a need for sophisticated predictions of manpower changes.

In the United States some of the first efforts at manpower projection were concerned with the supply of manpower. The development of national income accounts and projection of them required that estimates be made of the available labor input. The Employment Act of 1946 stimulated interest in the size of the labor force for which jobs were to be provided. Interest then shifted to the demand side of the environment during the late 1950's and early 1960's when our nation was becoming increasingly prosperous and unemployment simultaneously growing.

Increased interest in manpower projections in the last decade has motivated the development of even more sophisticated, differentiated and evaluated manpower descriptions. Some of these differentiations should be clarified through a definition of terms to foster understanding of the key concepts involved. The difference between the two key terms, "projections" and "forecasts," revolves around the level of confidence of the person making the prognostication. People are reluctant to prophesy, knowing nothing of the future except what has happened in the past and is happening at present After examining past trends and current developments, the "projector" produces a working model of the system which he is studying. He then makes assumptions on how the important variables are likely to behave in the future and uses

these assumptions to modify extensions of the variable's past performances. The projector will defend his product only to the extent that his assumptions may be expected to prove valid. The accuracy of his projections depends on the realism of the assumptions and the identification of all the relevant variables. The forecaster is a projector who has the confidence and the freedom to state his conclusions unconditionally.

It is seldom possible to validate a projection in a world undergoing dynamic change. Validation may not even be desirable in the case of projections that are made for policy purposes. This kind of projection may be successful to the extent that it is proven false. For example, if the protection is intended as a warning, the crisis may be avoided and the projection invalidated. Projections users often fail to note the underlying assumptions of the projector or tend to read into long-range projections a commitment to the trend identified.

United States forecasters and projectors generally are regarded as having more experience and more sophisticated methodologies than their foreign counterparts. However, projectors in other countries do not place the same emphasis on description. Projections there are usually the tools of long-term public planning, whereas in the United States projection techniques describe the future to aid private decision makers. The descriptive projections favored here probably will not be abandoned in favor of policy targets. Nevertheless, the acceptance of various forms of public planning appears to be growing in the United States. If it does, a shift is likely.

The United States remains one of the few Western industrial nations with no national measure of job vacancies. As a result, there is no conclusive evidence for refuting claims that job vacancies equal, exceed or fall short of the number of idle workers. If job vacancy data were gathered, it could serve as an economic indicator, identify communities and occupations with a labor shortage and furnish guidance for education and training programs.

The concept of "manpower requirements" is used in making projections in lieu of job vacancy data. Total assumed gross national product is distributed among industries on the basis of additional assumptions concerning the behavior of consumption, investment and government spending. In turn, industry employment is distributed by occupation, so that a projection is not manpower demand per se but employment by occupation and industry.

Today there are only two types of demand projections and neither of these is based on the most dependable data. State employment services project demand for two to five years based upon employers' estimates of their future manpower needs. The validity of these projections depends on the employers' ability to foresee the future. These kinds of projections are examined in Chapter Two, "Survey of Manpower Projections in Industry."

The second type of demand projections are made for particular occupations based upon such factors as the number of workers in the occupation to the total population or to the labor force. Examples of these projections are those made for classroom teachers on the basis of student-teacher ratios and for scientists and engineers on the basis of an assumption of a fixed ratio to total employment.

Uses of Manpower Projections in Government and Industry

Projections of supply and demand in manpower may be used to:

1. Provide vocational guidance for individuals
2. Plan educational programs and estimate expansion required to meet future needs
3. Develop manpower programs and policies
4. Judge the feasibility of proposed programs which require skilled personnel

All of these uses, and others, can be reduced to two categories: (1) prediction or warning and (2) planning or programming. To be more explicit projections serve to alert the government and other organizations to emerging manpower problems and to provide a basis for educational planning, counseling and guidance. Each of these will be discussed briefly.

The major concern of governmental policy makers in recent years regarding emerging manpower problems has been to avoid mismatches between demand and supply. Long-range projections of the total labor supply now are used primarily as determinants of requirements and potentials for economic growth. More detailed supply projections have been considered of little value, but there are indications that they will receive more attention.

The time factor is important to government's objective of keeping unemployment at low levels. This objective can be pursued with one year's advance notice of the size of the labor force to be employed. But to achieve the minimum level of unemployment effectively without inflation, the jobs

created should match the qualifications of available manpower. This requires detailed projections by age, sex, race and skill. Longer lead time than one year is necessary to influence the allocation of labor in the public and private sectors of the economy.

The need for foreseeing emerging manpower problems in the United States has been intensified by three new policy developments. First, the various programs of the Great Society, particularly those included under the Economic Opportunity Act of 1964, require assessments of manpower requirements as well as dollar costs of proposed action. Second, the expanded role of the government in economic life has increased the need to assess the impact of government decisions. For example, a measure is needed of the impact of research and development spent upon the efficient distribution of the nation's scarce personnel. Third, the popular belief that technological change causes widespread displacement of employees has aroused interest in projections which predict employment crises at all levels. Such predictions may make possible advance planning to ease the adjustment.

Until recently, industrial organizations have limited their manpower planning to avoiding shortages of key personnel. They now are expanding their efforts--one goal is to balance expected manpower needs with attrition rates. The purpose is to minimize abrupt employment reductions with their consequent disruption of employees' lives, bad publicity and disturbed labor relations.

Another new use of projections comes with the realization of large industrial firms that to survive they must have planned ahead for the recruitment, selection, placement, development, compensation and retention of key personnel.

The tendency for persons to "get lost" in large organizations because there are no internal mechanisms for identifying the quantity or quality of human resources also has lead to an inventory of manpower assets.

Use of Manpower Projections in Counseling and Guidance and Educational Planning

Projections for educational planning are needed by educators at all levels. Because much of education is designed as preparation for the future, educational planners are among those most persistently demanding projections of manpower. The projection most educational planners request is not difficult to assemble.

The needs generated by career education is more complex because more specific projections are required. National projections by occupation and industry are available for occupations, but they may not be pertinent to a regional labor market. Local projections are inadequate in number and frequently not reliable because of the questionable accuracy of employers' estimates of future prospects. These considerations suggest a need for more and better local manpower projections for career educators.

Projections also are needed for career counseling and guidance of youth and adults. Dissatisfaction with the information available for career planning has been increased in recent years by high levels of unemployment,

the trend of equal opportunity for all and an unprecedented desire for job satisfaction. The standard information source is the Occupational Outlook Handbook published by the Bureau of Labor Statistics. The book projects employment in terms of general national trends in nearly 700 specific occupations as far as one decade ahead. However, counselors need manpower projections information related to the local or regional area. National employment prospects alone are too far removed to be of adequate help to persons making career plans. A system of adequate and up-to-date information about future manpower needs will become even more imperative to support the needs of a comprehensive guidance system for career education. In addition to the present problem of insufficient information, counselors have been criticized for inept use of what is available.

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SURVEY OF MANPOWER PROJECTIONS IN BUSINESSES

To assess the extent and degree of business involvement in projecting manpower needs, a questionniare (Appendix A) was sent to a selected group of businesses in three Western states. The recipients of the questionnaire were considered according to the following criteria:

1. Firms headquartered in the three West Coast states of California, Oregon and Washington
2. Firms with 500 or more employees

A representative selection then was made to include manufacturing, insurance, banking, public utilities and holding corporations. One hundred and twenty-six firms were chosen. The questionnaire was submitted to the Chief Operating Officers of each firm early in the third quarter of 1972.

The questionnaire consisted of three portions. Section A was to determine if the respondent specifically expended effort in manpower projecting and, if so, what part of the organization was assigned this responsibility. Section B asked the respondent to indicate future manpower needs in terms of numbers, skills data base and geographical area and to cite outside sources used in making predictions. Section C asked the respondent to relate his perception of responsibilities of American education in meeting manpower needs.

The questionnaire was prepared to give the respondent as much freedom as possible in answering the questions. The rationale was to gather data which permitted analysis and comment, rather than statistical treatment. Several of the respondents took advantage of this opportunity by completing the questionnaire and adding as much as four typed pages.

Of the 126 questionnaires submitted, 82 (65 percent) were returned completed in whole or in part. A letter stating that the organization made no manpower projections was considered equivalent to completion of Section A of the questionnaire.

Major Trends Indicated

A review of the returned questionnaires indicated several major trends in both manpower and occupations. The large majority believed the economy and the respondent organizations would continue to grow; almost all predicted a lower growth rate compared to the 1960's. The anticipated rate of growth varied widely with no apparent pattern. A notable dissension to this general optimism was voiced by the aerospace industries; these respondents indicated an anticipated decrease in the number of employees which, in one case, totaled 43 percent in the next ten years for a real number decrease of more than 30,000 employees.

A second theme apparent in the answers to the questionnaire concerned the direction of growth in terms of employee competencies. Without exception the respondents perceived their future employees as requiring more complex and technological skills than is the case today. The principle direction of this need for greater employee competencies was toward midlevel positions in the areas of electronics, mechanical technology and computer sciences.

The third theme was unanimous. All respondents expressed their unwillingness to project manpower needs beyond a period of one to five years. The few who discussed needs beyond five years qualified their comments as speculators.

A final common theme was a pattern of projecting low level personnel needs for short periods, most often one to two years, and including only key or high level personnel in long-term projections. The result is a majority of manpower projection effort devoted to a narrow range of staff positions.

Projection Methods

Of the 82 respondents, 78 indicated some effort was expended in trying to predict future manpower needs. Approximately half of this number made what can be considered minimal efforts at manpower projection. "Minimal effort" is defined as short-term projections of one to two years with little or no data base. The remaining half attempted long-term projections of one to five years with a systematic collection of personnel data. The data base most often mentioned was employee records and past economic and hiring practices. Of the approximately 40 respondents involved in making long-term projections, 11 mentioned some use of Bureau of Labor Statistics data and 2 indicated use of data from the Engineering Manpower Commission and the Scientific Manpower Commission.

As a general statement based on the returned questionnaires, it seems valid to state that business and industry involve themselves in manpower projecting primarily to predict the number and kind of employees they will hire. While personnel retention, recruitment and hiring were given as the principle reasons for manpower projections, cost estimates and employee training also were mentioned.

The Role of Schools in Career Preparation

Of the 78 respondents involved in making manpower projections, three general positions on the role of education appeared: (1) there was a consistent demand for schools to produce potential employees who have a mastery of the "fundamental," (2) it was felt by approximately a third of the respondents that too much emphasis was being placed on a college degree, and (3) there was a broad suggestion that employees increasingly would need specific training in sophisticated skills. Community colleges and vocational/technical schools were frequently identified as "the schools of the future."

Almost all of the respondents indicated they would continue to need and hire college graduates. Most considered high school an absolute minimum and generally insufficient educational preparation, and community and vocational/technical as the best and most appropriate source of new people.

The respondents made it clear that while they see themselves taking responsibility for special training, they see education as being primarily responsible for the adequate preparation of the people they employ now and in the future.

The executive vice president of a corporation with more than 50,000 employees made a statement at the end of the questionnaire that summarized the essence of the feeling produced by this survey:

> ...but the truth is that our crystal ball is too foggy to see very far ahead. To attempt to give you more information would be to imply that we know more about the future than is the case.

PROJECTIONS FOR THE COMING DECADE

Occupational Projections

What are the factors which will change the occupational composition of our nation's labor force? The principal influence is the variation in growth among industries requiring different numbers and types of workers. The growth of the health service industry would mean a need for more licensed practical nurses and hospital attendants; electronic manufacturers would demand more engineers, assemblers and inspectors.

Factors not directly related to industry growth also influence occupational structure. Technological changes in machinery and processes have a major effect. For example, the computer has changed the occupational composition in production and office operations in many industries by creating new occupations and increasing or decreasing worker demand. Changes in business organization such as more chain stores and supermarkets also have altered the nation's occupational structure. Agreements between union and management are still another factor influencing the relative demand for different kinds of workers. Changes in government priorities, say from space research to urban renewal, means different types of workers. The supply of workers in one occupation affects demand for another. Technicians have been substituted when a shortage of engineers exists.

Before turning to predicting what the coming decade holds for manpower, recent trends should be examined. This will indicate a basis for extrapolation and modification. Since World War II, a basic trend has evolved towards more white collar jobs. In 1956 for the first time in history, white collar--professional,

managerial, clerical and sales--outnumbered blue collar workers--craftsmen, operators and laborers. Larger proportions of service workers and smaller proportions of farmers and laborers constitute other significant trends.

Between 1960 and 1968 employment of white collar workers rose from about 28.5 million to 35.6 million (25 percent) compared to a 15 percent growth in total employment. White collar workers as a proportion of total employment increased 43 percent in 1960 to almost 47 percent in 1968. Employment of service workers rose from about 8.0 million to 9.4 million, an increase of about 17 percent; while employment of blue collar workers rose from 24.1 million to 27.5 million (about 14 percent). The number of farm workers fell from 5.2 million in 1960 to 3.5 million for a one-third decline.

Through the 1970's the rapid growth in requirements for more white collar occupations will continue, slower than the average growth among service workers, faster than the average growth for blue collar workers, farm occupations will continue to decline. White collar workers will be about 50 percent of all employed workers by 1980. By 1980 blue collar occupations will make up about 32 percent of the work force--a reduction from 36 percent in 1968. However, employment will rise from 27.5 million in 1968 to 31.1 million in 1980. Through the 1970's need for workers in service occupations will continue to expand and increase about 40 percent, more than one and a half times the expansion for all occupations combined. Service employment will rise to 13 million in 1980 from 9.4 million in 1968. Finally,

the need for farm workers will keep declining as machines and improved techniques take over more production.

The professional and technical occupation group, whose growth rate has outpaced that of all major occupational groups in recent decades, will continue its lead; the estimated rate of increase by 1980 is 50 percent compared with 25 percent for all occupations. Service workers will increase nearly 40 percent as the second fastest growing group. The projected growth rate for clerical workers is 35 percent, the third fastest growing occupation. They will be followed by sales workers.

Composition of the Labor Force

The labor force is affected by changing participation rates by age groups. Past trends provide clues for predicting how these rates will change. Past trends suggest the increase in college enrollments will tend to reduce the labor force of the college age groups as a whole, even though many students will continue to work part time. As has been the case in recent years, an expanding economy is likely to produce an abundance of jobs that will tend to encourage a large number of students, other young people and women to move into the labor force, often for part time jobs. Declining birth rates are likely to continue, resulting in more women entering the labor force. The level and coverage of retirement benefits will allow more workers to leave the labor force at earlier ages.

The labor force is constantly changing with workers entering and leaving all the time. The expansion to about 100 million workers by 1980 means that more workers will be coming into the labor force than will be leaving.

Three kinds of workers will increase the supply of labor by 41 million by 1980:

1. 34 million new, young workers looking for their first jobs
2. Nearly 6 million women who either delayed their entry into the labor force or returned to work after an absence
3. More than 1 million immigrants

Three kinds of workers will leave the labor force during the 1970's reducing the total by 26 million:

1. Workers who die
2. Workers who retire
3. Workers who decide not to work any longer for a variety of personal reasons, including illness or assuming other responsibilities

The net effect of this inflow and outflow of people to the labor force through the 1970's should be:

1. The hugh increase of teenagers in the 1960's will taper off. The proportion of the labor force composed of teenagers will decline a little before 1980, although their total number will increase. In 1968 there were 7.1 million teenagers in the labor force; by 1980 there will be 8.3 million. Their proportional growth rate in the 1970's will drop to about one third of the preceding decade.

2. The rate of increase of 21 to 24 year olds will become slower. Young people in this age group will be increasing in numbers during the 1970's, but at a slower rate than during the preceding decade. In contrast with the teenagers, the proportion of the total labor force that these young people represent will continue to rise.

   Young people under the age of 25 will account for a little more than a quarter of the total labor force expansion of the 1970's. During the 1960's they accounted for over half of the labor force growth.

3. The big labor force news of the 1970's will be the significant numbers of workers in their late 20's and early 30's--from 16.5 million in 1968 to over 26 million in 1980 for an increase of almost 60 percent. One out of every four workers will be in this age group in 1980 compared to one in five in 1968. For the most part these workers will have completed their education and training and will be ready to assume full loads in the world of work. This big expansion in young workers is caused by the great upsurge in the birth rate following World War II. Their schooling for the most part completed, they will provide a large pool of trained young workers.

   The increasing number of 25 to 34 year olds in the labor force in the 1970's does not mean that 800,000 new jobs must be found every year for those moving into this age bracket. A great many of these young workers already came into the labor force in the 1960's. During the 1970's they simply will be moving up the age ladder of the labor force. As they acquire experience in the process of working their way up, they will compensate for the short supply of older workers where recent labor force expansion has been nonexistent.

4. The number of midcareer workers, aged 35 to 44, will show only a small increase. Despite the growth from about 17 million to about 19 million from 1968 to 1980, the supply of these workers in the labor force still will be relatively small. Their proportion of the total labor force will decline from about 21 percent to about 19 percent. Generally, workers in this age group take positions of maximum responsibility and are at the peak of their performance. Their short supply should provide many more midcareer openings for the younger 25 to 34 year old workers.

5. A sharp slowdown in the labor force growth rate will occur among older workers, 45 to 64 years of age. Normally at the top of their career ladders, these workers will increase from 27 to 29 million by 1980. But this increase is only one third as great as that made during the 1960's. Their proportion of the total labor force will decline from about 33 percent to about 29 percent. This decline reflects the relatively small number of people born during the Depression.

6. There will be no significant change for workers beyond the usual retirement age of 65 who will number just over 3 million during the 1970's. They will represent a declining proportion of the work force. Improvement in retirement benefits is reducing the need for older workers to stay on the job.

Educational Level

The labor force will have higher educational qualifications in 1980 than at present. The proportion of workers with at least 4 years of high school will be rising among workers of all ages. By 1980 only 1 in 15 workers--about 5 million--will have less than 8 years of schooling. Seven of every 10 workers--about 52 million--will have completed at least 4 years of high school. In contrast over 1 in 10 adult workers in 1968--nearly 7 million--had completed less than 8 years of schooling, while 6 in every 10 adult workers--about 37 million--had completed 4 years of high school or more.

Nearly 1 in 6 workers--about 13 million--will have completed at least 4 years of college in 1980. In 1968 only 1 in 8 workers had completed 4 years of college. The total number of college educated workers of all ages in the work force will exceed 13 million since a significant number of workers under 25 will have completed 4 years of college in 1980. Moreover, about 9.2 million adult workers will have had some college training but less than 4 years.

The heavy influx of relatively well educated young workers occurring at the same time many less educated older workers are leaving the labor force means a major change in the educational background of the workers in the younger age span. By 1980 about 4 of 5 young workers will be high school graduates or better and 1 in 5 will have completed four years of college or more.

Implications for Education and Career Planning

Education is significant as an enrichment for personal life and a prerequisite for intelligent social and political participation in a complex society. Increasing educational opportunity has been the main channel for diffusing social and economic opportunity. For this reason expanding educational opportunity has become the most important ingredient in coping with the nation's problem of poverty and discrimination. Viewed from the perspective of the labor market, an expanding educational system prepares a wider range of people to become productive participants in gainful employment.

The relationship between education and the labor market often is regarded as one in which the educational system responds to changing job requirements. From this point of view changes in employment opportunities are the independent variable and the educational system's response to these changes is the dependent variable. Yet, it would seem that the opposite also is frequently true. The current rising levels of educational attainment probably have been a major cause for shifts in employment requirements.

The 1970's will be a time of change as well as growth; new economic, social and technological trends will make some job skills obsolete and others more essential. Recent scientific and technological advances already have made much of the professional education of older generations obsolete. Altered modes of living and spending patterns brought about by rising family income and greater leisure time will accelerate the demand for better educated and skilled professional, technical and service workers in many occupations. One effect of these changes will be to enhance the role of education and career development as a lifelong process of learning. Institutions involved will include high schools and colleges, centers for adult and continuing education, job training in industry and new programs in training and basic literacy education introduced by the federal government in the 1960's.

The research and survey of this study point up a serious lack of local--regional or state--manpower information which could be used by career counselors or individuals attempting to plan their career future. The available information is produced primarily by the Bureau of Labor Statistics. The Occupational Outlook Handbook published by the Bureau of Labor Statistics provides counselors with job description information and information about general occupational trends but only on the national level.

Presently the private sector appears to have little to offer to fill the gap. Business sources of information on their own future manpower needs do not seem to hold a resource to be tapped at this time. Planners in career education will have to wait for new efforts to be expended to give them the manpower information they need.

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APPENDIX A

SURVEYS

Research Organizations

To uncover leads on possible models being developed for making manpower projections, research organizations such as university research departments, business bureaus, transportation services, urban affairs centers and future institutes were contacted.

Information was gathered by means of letter, telephone and questionnaires. Of the 35 organizations receiving questionnaires, only 13 replied; 4 returned the completed questionnaires, while the other 9 replied by letter.

All who replied expressed great interest in manpower projections and in receiving information that might be uncovered by this study. One, the World Futures Society, said that manpower projections were not in their field but suggested the Manpower Association in Washington, D. C., be contacted. None of the other organizations contacted sent useful data or suggested other sources to contact.

The only conclusion that can be drawn from the survey is that there is great interest in the subject of manpower projections but little information is available.

State Employment Divisions

The state employment divisions in Oregon, Washington and California were contacted. Oregon is one of ten states currently engaged in a pilot project sponsored by the U.S. Department of Labor. The purpose of the

project is to design models for creating manpower information relevant to the total needs of "regions" within each state. "Region" is defined as a small geosocial unit--city, county, multicounty--the designation depending on population and varied occupations of the locale.

Although regional information will be used to project the total needs of a region, statewide occupational projections could be assembled from this data. Until this is done, manpower information available to the career counselor and career planner will remain sketchy and inadequate.

APPENDIX B

CURRENT PRACTICES STUDY

A national survey of current practices in guidance and counseling was conducted by NWREL for the National Institute of Education. As part of this survey, school counselors were asked what kind of manpower information they used to help students with their career plans. The results indicate essentially one source of available manpower information: the Occupational Outlook Handbook from the U. S. Bureau of Labor Statistics. Any other sources of manpower information generally used the Bureau's data for making projections. Failure to relate manpower projections to their district, state or region has resulted in counselors' dissatisfaction with available information. As a result, counselors and students tend to rely on the Occupational Outlook Handbook more for current job descriptions--working conditions, wages, hours, educational requirements--than for its predictions of future labor market needs.

APPENDIX C

MANPOWER QUESTIONNAIRE

Organization _____ Date _____

Address _____ Phone _____

_____

Name of Person
Completing Questionnaire _____

Title _____

SECTION A

1. Do you expend organizational effort in trying to project or predict furture manpower needs? _____

2. Do you have a specific part of your organization making future manpower projections?

_____

If so, what is its name? _____

_____

SECTION B

1. What manpower needs do your projections indicate for the future? _____

_____

_____

A. How many people do you currently employ? _____

B. How many people will you employ

5 years from now? _____

10 years from now? _____

20 years from now? _____

C. What type of employee skills and competencies are most important for your business at this time?_____

_____

_____

D. What types of employee skills and competencies do you anticipate as being most important for your business

5 years from now?_____

_____

_____

10 years from now?_____

_____

_____

20 years from now?_____

_____

_____

(We are hoping to identify trends in occupational changes.)

2. What data base do you use in making your projections?_____

_____

3. What use do you make of the result of your manpower projections?_____

_____

_____

4. What geographical area is included in your projections?_____

_____

_____

5. Do you use manpower projections available from other sources in your planning efforts? _____ If so, what projections do you use (source)? _____

_____

SECTION C

1. What major trends do your manpower projections indicate for the future? _____

_____

_____

2. What might American Education do to improve the preparation of future employees for your organization? _____

_____

_____

3. What institutions do you see as responsible for the training of your future employees

A. Yourselves (Business and Industry)? _____

_____

B. High Schools? _____

_____

C. Vocational/Technical Schools? _____

_____

D. Community Colleges? _____

_____

E. Colleges and Universities? _____

_____

4. Do you have any suggestions as to how American Education might change to meet future training needs? _____ Please explain _____

5. Do you have any materials concerning manpower projections that would be available for this study? _____ If so, how may they be obtained? _____

INVOLVEMENT OF PROFESSIONAL ASSOCIATIONS IN DEVELOPMENT OF COUNSELING AND GUIDANCE IN CAREER EDUCATION:

Results of Two Approaches

February 1973

Northwest Regional Educational Laboratory

Report of results of activities conducted by the Northwest Regional Educational Laboratory to stimulate support of organizations and individuals in the development and assessment of the role of guidance and counseling in Career Education pursuant to a contract with the National Institute of Education (OEC-4-7-062871-3059, Modification 18)

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Published by the Northwest Regional Educational Laboratory, a private nonprofit corporation supported in part as a regional educational laboratory by funds from the National Institute of Education, Department of Health, Education and Welfare. The opinions expressed in this publication do not necessarily reflect the position or policy of the National Institute of Education, and no official endorsement by the National Institute of Education should be inferred.

Northwest Regional Educational Laboratory, 700 Lindsay Building, 710 SW Second Avenue, Portland, Oregon 97204

The involvement and support of professional organizations and their membership is essential in the development, installation and assessment of effective career education counseling and guidance practices. The Northwest Regional Educational Laboratory used two different approaches for gaining this involvement as a part of a study of current guidance and counseling practices and their relationship to career education concepts and goals.

The first approach was to request the American Personnel and Guidance Association to involve its own membership, independent of the Laboratory or other "outside" agencies, in the preparation of a paper which could be used to introduce the practicing counselor to career education and stimulate local development of career guidance programs.

The resulting paper, titled "The Counselor and Career Education: Introductory Concepts," is reproduced in this report. The purpose of the paper is to provide counselors with a forum for developing their own thinking. The paper deals with three related concepts: (1) career education as the instructional method and content, (2) career development as the link between career choice and human development and growth and (3) career guidance as a subset of career education concerned with guidance programs for learning.

After exploring these concepts, the paper addresses itself to the components of a career guidance program, comparing career guidance to a more "traditional" guidance program.

Providing leadership in the preparation of the paper were:

Francis E. Burtnett, Director, National Career Information Center, Washington, D. C.

Donald Canonia, Annandale High School, Fairfax County, Virginia

Ronald Clifton, Counselor Education Department, Frostburg State College

Peter LeRoy, Bureau of Community Colleges, Virginia Department of Education

John Meerback, Bureau of Pupil Personnel Services, Pennsylvania Department of Education

Richard Warner, Counselor Education Department, Auburn University

The second approach was to involve a member of the Laboratory staff, "as an outsider," in the work of a joint Commission on Career Guidance and Vocational Education established by the American Vocational Association and the National Vocational Guidance Association. The Commission drafted a paper to give "a professional position for guidance and vocational education on career development." This position statement would serve to secure unified support from the two associations for vocational guidance in counselor education and vocational teacher education programs, in school and adult guidance programs and in vocational programs.

The position paper is in draft form at this time. It has been approved in principle by the NVGA Board of Trustees and will soon be submitted to the AVA Board of Directors for approval. Permission to reproduce the draft of this report while the work of the Commission is continuing was granted by W. Wesley Tennyson, Chairman of the Commission, Norman Gysbers, President of NVGA and Charles Foster, Vice President, AVA.

Other members of the Commission are William C. Bingham, Harry Drier, Charles Foster, Norman C. Gysbers, Kenneth Hoyt, Doris Jefferies, Alan J. Miller, David H. Pritchard, Harold Reed, Donald Severson and Robert A. Williams.

THE COUNSELOR AND CAREER EDUCATION:

INTRODUCTORY CONCEPTS*

What is Career Education?

Career education is...

- A comprehensive system of experiences designed to acquaint students with the world of work
- The opportunity to prepare for and advance in a career field carefully chosen from among many
- The concept that all educational experiences--curricular, instruction, counseling--should be geared to preparation for economic independence, personal fulfillment and appreciation for the dignity of work
- An avenue of re-entry to formal education for upgrading skills required in an established field or preparing for a career change
- The assurance of a genuine choice as well as the intellectual and occupational skills necessary to back it up
- The opportunity for easy mobility in and out of the educational environment--entry, exit and re-entry
- "Hands on" experiences in the world of work appropriate to the individual's age
- A developmental program which cuts across the student's educational experience, available during elementary, secondary and post secondary education as well as in occupational involvement
- Awareness, exploration, training and placement: All these stages emphasize the development of the individual, his choice of work and options available to him in preparing for and securing his career
- Equal educational and occupational opportunity
- The involvement and cooperation of all educational personnel--teachers, counselors, administrators, vocational educators--working at all levels

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* Prepared by the American Personnel and Guidance Association under an agreement with the Northwest Regional Educational Laboratory

- The involvement of parents, representatives of the business and industrial community, their cooperation in teaching competencies which are learned outside the formal school setting

- A concept which requires sound planning, implementation and evaluation by all staff members, as well as community participation

- A revolution in American education, demanding that many questions be asked and answers be found

Career education is <u>not</u>...

- A new name for "vocational education" or "general education" or "academic education"--It is a blending of all three into an entirely new system for the delivery of educational services.

- A specific, completely delineated program--It is a concept to be adapted to fit the needs of the local community.

- A slick preassembled package ready to be superimposed on the community--It needs to be applied with reference to its setting, its particular environment.

- Totally novel; many schools are already providing career education elements--What is new is the unification of an entire educational system around a career development theme.

Career education, as a concept, provides a vehicle to facilitate the career development of every person. What do we mean by career development?

What is Career Development?

The aspect of human development which deals with life stage tasks directly related to the world of work, we are calling career development. It is a lifelong process beginning in the preschool years and culminating with life's end. The act of choosing a career is not a point-in-time event. Rather, it is the focus of the experiences and activities of every individual as he moves through life. The ultimate career choice represents an expression of self.

The develcpmental nature of this process permits the identification of certain characteristic stages and associated instructional activities. Because of the vast range of individual differences among people, these stages cannot be assumed to apply to rigidly defined age limits. Nor do they occur as distinct, separate stages; they overlap and intermingle.

The career development stages have been identified as:

Awareness

Exploration

Transition

Realization

Awareness involves basic experiences that are introductory in nature. Activities are concerned with the development of attitudes, interests and elementary understandings relating the individual to the world of work.

Exploration activities are aimed at providing firsthand knowledge which moves the individual from a general understanding of the world of

work to more personal, concentrated examination of career choice. This includes a more deliberate appraisal of aptitudes, interests and emerging life goals.

Transition is a period in which the individual translates prior experience into a tentative careeer choice through the decision making process. Immediate and long-range educational and occupational options can be examined and initiated.

Realization encompasses the individual's work life. Self-identity as expressed in a career choice, based on earlier established life goals and aspirations, is open to the interplay between the individual and his environment. The result is a continuing re-evaluation and decision making, affected by changes over the course of life.

Career education, in an effort to foster career development, calls upon the school to provide interlocking programs directed toward effectively preparing students for re-entry into and participation in the world of work. The domain of career education is by no means limited to the school. But the school offers the earliest contact with individuals and perhaps the best setting for a comprehensive, continuing program. A career guidance program becomes an integral component of the total school program.

What is Career Guidance?

Career guidance as a part of the total school program calls for a systematic approach to the facilitation of each individual's career development. Responsibility for this task must be assumed by everyone engaged in the educational process--teachers, administrators and guidance workers.

Career guidance should assist at significant life periods to ensure the continuity of the developmental process. At these times ongoing learning experiences should be offered to make the transition from one developmental stage to another both progressive and systematic.

A comprehensive career guidance program should provide these learning experiences:

Awareness activities to provide a broad overview of the world of work

Exploration activities including "hands on" experiences

Development of decision making skills

Personal data for purposes of self-understanding

Development of self-concept through understanding of aptitudes, abilities, interests and aspirations

Personalizing of occupational and educational information

Understanding the structure of the world of work

Understanding what work is really like

Developing realistic attitudes toward work

Personal reassessment

Initial placement in the work force

Continuous reassessment of self as related to the world of work

Comparison of Guidance Programs

The following display draws a general comparison between "traditional" guidance and career guidance. Under the headings of various guidance functions, the objectives and activities currently a part of most guidance programs are shown side by side with the objectives and activities appropriate for career guidance.

In no way are these objectives and activities exhaustive. Rather they are suggested as guidelines for development of a systematic career program K-12.

All school staff must take on the responsibility for a career guidance program if it is to be successful. Counselors and guidance workers will assume a key position in a task, but they need the cooperation of the school and the community in programs they pursue.

I. DIRECT INVOLVEMENT OF COUNSELORS WITH STUDENTS

Function: COUNSELING (individual or group)

Traditional Guidance	Career Guidance
OBJECTIVES	OBJECTIVES
1. Students will be helped to develop a good self-concept	1. Same
2. Students will be helped to develop interpersonal skills	2. Same
3. Students will be helped to understand their own interests, abilities and values	3. Same
4. Students will be helped to develop an awareness and understanding of others	4. Same
5. Lacking	5. Students will be helped to develop an understanding of the social milieu in which they exist
6. Lacking	6. Students will be helped to understand that career development and self-development are interturned
SAMPLE ACTIVITIES	SAMPLE ACTIVITIES
1. Lacking	1. In a group setting students will deal with identifying and discussing the work composition of their community
2. Lacking	2. In a group setting students will discuss career choice and its relation to life style

Function: GUIDANCE (individual, group)

Traditional Guidance	Career Guidance
OBJECTIVES	OBJECTIVES
1. Students will receive relevant data about themselves (i.e., interests, aptitudes)	1. Same
2. Students will receive information enabling them to make a choice in their high school programs	2. Students will receive accurate and up-to-date information about career possibilities (i.e., local, statewide and nationwide)
3. Students will receive information enabling them to make career choices	3. Students will receive information that will enable them to evaluate the many career options available to them, based on their needs
4. Lacking	4. Students will receive information on attitudes essential to success in the world of work
5. Inadequate	5. Students will receive information on the interrelationship and interdependence of all occupations
6. Lacking	6. Students will receive information regarding the interrelationship and interdependence of a job within job clusters
7. Lacking	7. Students will receive information assisting them to function successfully in a constantly changing world
8. Lacking	8. Students will receive information about helping agencies offering assistance to them after they complete formal education

OBJECTIVES, cont.	OBJECTIVES, cont.
9. Lacking	9. Students will learn the processes relating to motivation and achievement
10. Lacking	10. Students will learn decision making skills
11. Lacking	11. Students will be provided with direct work experiences appropriate to their age levels
SAMPLE ACTIVITIES	**SAMPLE ACTIVITIES**
1. Case conference	1. Same
2. Work study programs	2. Same
3. Lacking	3. Role playing, simulation and gaming
4. Group experiences	4. Same
5. Inadequate	5. Group experiences involving the community resources
6. Lacking	6. Decision making and achievement motivation activities

II. INVOLVEMENT OF COUNSELORS WITH SCHOOL STAFF

Traditional Guidance	Career Guidance
OBJECTIVES	OBJECTIVES
1. Counselors, teachers and administrators will plan curriculum	1. Total school and community will be involved in the development and implementation of the curriculum
2. Counselors, teachers and administrators will decide upon school rules and regulations	2. Total school and community will be involved in developing and implementing an open school environment designed to enhance learning--not simply control students
3. Counselors will provide test information to the school staff	3. Counselors will provide meaningful interpretation of test and nontest data not only to be school staff but to the student and his parents as well
4. Counselors will provide teachers with data from student records	4. Counselors will maintain and supervise the gathering and dissemination of data on students that will aid the student, his teachers and his parents as they work to enhance the future development of the student
5. Counselors will work with individual teachers when the teacher requests such help	5. Counselors will be involved with classroom teachers in planning efforts designed to enhance learning environment with special emphasis on relating subject matter to career planning
6. Counselors will provide vocational units to be used in the classroom on an intermittent basis	6. All members of the school and community will develop and implement a systematic plan of interdisciplinary experiences K-12 designed to enhance career development both within and outside the classroom

OBJECTIVES, cont.	OBJECTIVES, cont.
7. Lacking	7. Counselors will facilitate the development of inservice staff development programs designed to increase total school and community involvement in the career development process (i.e. student needs, community needs, school environment, career possibilities and communication)
SAMPLE ACTIVITIES	**SAMPLE ACTIVITIES**
1. Staff task groups focused on student needs, community needs, curriculum, etc.	1. Same
2. Inservice programs	2. Same
3. Lacking	3. Teaming of counselors and teachers
4. Lacking	4. Interschool task groups made up of elementary and secondary staff, as well as community
5. Lacking	5. Resource team from local community

III. INVOLVEMENT OF COUNSELORS WITH PARENTS

Traditional Guidance	Career Guidance
OBJECTIVES	OBJECTIVES
1. Parents will be helped to understand relevant data about the student (i.e., interests, aptitudes)	1. Same
2. Parents will be provided with information enabling them to assist in decision making on the school program	2. Parents will be provided with accurate and up-to-date information about career opportunities (i.e., local, state, national)
3. Parents will be provided with information enabling them to assist in decisions about career choices	3. Parents will be provided with information enabling them to assist the student in the evaluation of career options
4. Lacking	4. Parents will be provided with information on attitudes essential to success in work
5. Inadequate	5. Parents will be provided with information on the interrelationship and interdependence of all occupations
6. Lacking	6. Parents will be provided with interrelationship and interdependence of a job and occupation within job clusters
7. Lacking	7. Parents will be provided with accurate information about the constantly changing world of work

OBJECTIVES, cont.	OBJECTIVES, cont.
8. Lacking	8. Parents will be provided with information on helping agencies with services available to students
9. Lacking	9. Parents will be exposed to discussions on the processes relating to motivation and achievement
10. Lacking	10. Parents will be helped to learn decision making skills
11. Lacking	11. Parents will be prepared to serve as resource consultants to career education and career guidance programs
12. Lacking	12. Parents will serve on an advisory committee designed to implement a systematic career education program
SAMPLE ACTIVITIES	**SAMPLE ACTIVITIES**
1. School-community task groups focused on improving educational program	1. Same
2. Lacking	2. Career education advisory committee
3. Lacking	3. Parent seminars (designed to meet objectives listed above)
4. Inadequate	4. Parent involvement in guidance activities as career consultants
5. Lacking	5. Parent-student counseling groups (8-12 members)
6. Lacking	6. Small parent discussion groups (8-12 members)

IV. INVOLVEMENT OF COUNSELORS WITH COMMUNITY

Traditional Guidance	Career Guidance
OBJECTIVES	OBJECTIVES
1. Students at the senior high level will be involved in work experience programs (lacking at elementary and junior high levels)	1. a. Students at the elementary level will be provided with an opportunity to see a variety of real work situations b. Students at the junior high level will have the opportunity for experiential career exploration (i.e., a series of informal visits to work situations) c. Students within all curricula at the senior high level will have the opportunity to engage in work experience programs within the local community, appropriate to their curricula program and interests (i.e., several short term experiences or one long term experience)
2. Lacking	2. Counselors will organize a cross section of community members to determine community needs and present and future employment opportunities
3. Lacking	3. Counselors will develop an advisory board made up of individuals from the various business, industrial, union and professional groups

OBJECTIVES, cont.	OBJECTIVES, cont.
4. Lacking	4. Counselors will seek to involve all segments of the community in the career education program (i.e., expansion of current work experience programs)
5. Staff, including counselors, will encourage community workers to speak to students about their field of work	5. Workers from the community will be utilized as regular integral parts of the school program
6. Lacking	6. Counselors will facilitate the utilization of career resources as a regular and integral part of the school program
SAMPLE ACTIVITIES	**SAMPLE ACTIVITIES**
1. Lacking	1. Counselor participation in activities of local community groups (Kiwanis, Rotary, unions, etc.)
2. Lacking at elementary and junior high school levels	2. Student participation in community activities (see objective 1a, 1b, 1c)
3. Lacking	3. Seminars for individuals and groups designed to create an awareness within the community of the role it must play in the career education program

Special Needs

As is apparent from the preceding table, career guidance programs place great emphasis on total community involvement. If career education and its subsystem of career guidance become a reality, all individuals and groups in the community will have the opportunity to assess the needs and special needs of the community and formulate corresponding programs.

Every community has members with special needs. Deliberation should be given to developing activities relating career guidance to such concerns as racial awareness, cultural differences, sex differences and the handicapped.

Conclusion

This paper has presented an initial look at a systematic approach to career education, focusing on career guidance programs. Specific comparisons were displayed between "traditional" guidance and career guidance. Such an analysis should help counselors begin to sort out key issues such as:

- Career guidance systematically reaches out to and serves the <u>total</u> student populations
- The innovation is planned as a <u>central</u> part of the learning experience of all students

POSITION PAPER ON CAREER DEVELOPMENT*

THE PROCESS OF CAREER DEVELOPMENT

Man and woman by nature must engage in activities that he or she considers to be significant in order to be a whole person. The necessity of making judgments about how one is to occupy his time and the roles one will assume is a re-occurring phenomenon throughout the lives of those who are growing and developing as persons. One formulates a career by continuously evaluating and re-evaluating both what he wants to do with his life and the behaviors by which he tries to achieve his personal goals. The development of a career occurs within the context of educational and vocational pursuits interacting with other life pursuits, and it continues throughout life.

Career Development as Part of Human Development

As with other normal aspects of human development, career development is not totally dependent upon any kind of external force or program for its occurrences. Rather, it represents a personal growth pattern that in some respects differs for each individual. It is the commonality of occurrence coupled with observed and experienced individual variations that allows us to speak knowledgeably about normal developmental patterns and sequences in the domain of careers.

There are certain basic principles regarding human development that apply whether one speaks about physical, emotional, intellectual, social or career development. At least seven genotypic developmental dimensions

* Prepared by the AVA-NVGA Commission on Career Guidance and Vocational Education

identified from existing empirical and theoretical work hold implications for the design and implementation of programs for career development.

1. Development occurs over the lifetime of an individual and can be described in maturational terms denoting progression through life stages and the mastery of developmental tasks at each stage. Although research evidence is lacking, it seems unlikely that this maturational process can be substantially shortened by any kind of intervention strategy.

2. Individual development is influenced by both hereditary and environmental factors. Major factors affecting development include those of a psychological, sociological, educational, political, economic and physical nature. Appropriate intervention strategies which focus upon these factors can influence the quality of individual development.

3. Development is a continuous process. Individual development can best be facilitated by intervention strategies that begin in the early years and continue to be available throughout the life of the person. Programs which focus only at certain points or at certain stages in the life of an individual will have limited effectiveness.

4. Although development is continuous, certain of its aspects are preeminent at various periods in the life span. Programs designed to facilitate career development should take account of the preeminences resulting from the interaction of the individual and his environment at various stages.

5. Individual development involves a progressive differentiation and integration of the person's self and his perceived world. Intervention strategies designed to assist in normal maturational stages of career development at all levels are more likely to be effective than those designed to provide remedial assistance to individuals whose development has been damaged or retarded.

6. While common developmental stages can be observed and described during childhood and adult life, individual differences in progressing through these stages can be expected. Intervention programs should provide for these differences, making no assumptions that something is "wrong" with those who progress at atypical rates.

7. Excessive deprivation with respect to any single facet of human development can retard optimal development of other facets. Optimal human development programs are comprehensive in nature, not limited to any single facet. It is recognized that those who suffer from deprivation may require special and intensive assistance. Where deprivation is of long-term duration, short-term intervention is not likely to be sufficient.

Building upon such principles is the only assurance that a program offering career guidance will have a constructive and educative influence in shaping human potential and providing the means for its expression.

Work Values as Part of Human Values

Just as career development is a part of human development, the values one formulates with regard to work and himself as a worker are a part of

his larger value system. Human values, including work values, begin to develop very early in life. These values are influenced by the society in which one resides, affected by the attitudes and values held by one's family, associates and peers. The educational institution as an instrument of society plays a decidedly important part in value formation and clarification and particularly the clarification of previously formed values that may not be readily understood. It is through the clarification and formulation of values that an individual finds meaning, direction and purpose in life, and participates as a responsible citizen. The values he formulates with respect to workers and their work is a topic which needs the attention of those who set goals and priorities for education.

Our nation was founded in a period when the classical work ethic was held to be universally appropriate for all. That work ethic was composed of a number of work values including the following:

1. All honest work possesses worth and dignity
2. A man is known best through his achievements and what he contributes to society
3. A task well done is its own reward
4. A worker should do his very best at all times and not quit a job until it is finished
5. Hard work is the best and surest route to occupational success
6. The pride an individual can find in himself is derived, in large part, from the pride he finds through achievement in his work
7. A man deserves nothing that he has not earned through his work

This list of work values reflected in the traditional work ethic could be expanded with little difficulty. While these values and beliefs played a fundamental part in the achievements of our nation, the emergence of some new values and a change in relative importance of others is altering markedly the nature of jobs and organizations and, for many persons, their career development. These changes lead to a recognition that we are witnessing the evolution of a new epoch: the post industrial era. In this present period of transition it is difficult to speak with assurance about values and value positions, but several observations do seem to have validity.

First, it is increasingly recognized that for many workers the classical work ethic no longer constitutes a viable set of work values. Although this ethic was eminently appropriate in the agrarian period when work was viewed as an essential prerequisite to individual survival, its base has been somewhat eroded by a technology today which increasingly provides for material needs and banishes somewhat the fear of scarcity.

Second, technological advances in industrial productivity, stimulated by both automation and cybernation, have created working conditions that have further eroded the bases for the traditional work ethic. This is particularly true for individuals engaged in assembly line jobs in industrial manufacturing where job tasks and responsibilities are narrowly defined and the worker is viewed and treated as an Operating Unit. While most employers would be pleased if the classical version of the work ethic were still regarded as meaningful by all employees, it is a fact that management decisions and assembly line techniques have affected worker motivation.

Third, the continuing substitution of mechanical and electrical energy sources for human energy in the performance of work will lead eventually to a somewhat greater emphasis being given to new careers calling for values such as adaptability, self-expression and interdependency. With machines increasingly absorbing tasks and activities that are programmable, future industrial workers will function in situations where programming is not feasible and where a high degree of variability exists. For those who will pursue production oriented careers, this change in job functions may lead to a revitalization of the traditional work ethic, though in modified form.

Fourth, as we move into this post industrial period, providing services of one kind or another will become increasingly important. An expansion of occupational opportunities in the service area is a natural consequence of automation and cybernation. The formulation of work values deeply rooted in a desire to be of help to one's fellow humans may well motivate the career development of many individuals. Work viewed as service to one's fellow man may assume a set of values that diverge considerably from those which underlie work conceived as a means to society's maintenance, though such services may still be offered for profit.

Many of the values which characterize the classical version of the work ethic remain alive and viable in the post industrial period. Achievement, self-control, independence and delay of gratification are values that continue to hold great importance for many individuals, directing their vocational behavior and molding their career development. For others, however, and particularly some young people, values of self-expression, interdependence,

service and search for meaning in work are playing a more prominent role in the way they structure their work lives. In facilitating career development educators should not attempt to impose any particular set of work values on all. Yet education must provide each student with the opportunity to develop a comprehensive set of values of his own upon which he can rely when making career plans and decisions. Today more than ever before there is every reason to allow students to explore their own basic nature and to formulate career plans in keeping with their own values. Perhaps the single most important characteristc of the post industrial era will be the tolerance it accords to the individual's human values.

The Meaning of Career

One may view "career" from several perspectives. In general the term is defined differently depending on whether one seeks to relate it to institutions, organizations and occupations or whether he intends to relate it to persons. Among the various interpretations, there is that which equates career and occupation, including the advances one makes in his occupation. At quite another extreme there is the view that career denotes a general life pattern which includes virtually all of one's activities. Some writers would delimit this latter interpretation by suggesting the major life domains which engage the individual in multiple roles--e.g., worker, family member, community participant and leisure time participant.

Within these two extremes sociologists and some psychologists have used the term "career" to refer to the sequence of occupations, jobs and positions occupied during the course of a person's life. This definition is

helpful in carrying the import of developmental movement through structures, but it conveys no sense of an active person interacting with his environment.

The position taken in this paper is that the term "career" means a time extended working out of a purposeful life pattern through work undertaken and engaged in by the individual. Career can easily be differentiated from the term "career development" which refers to the total constellation of psychological, sociological, educational, physical, economic and chance factors that combine to shape the career of any given individual.

The meaning of the word "career" is directly dependent upon the meaning one attaches to the word "work." As conceived for purposes of this paper, work may be defined as an expenditure of effort designed to effect some change, however slight, in some province of civilization. It is not simply an arbitrary or gratuitous action, but something which from some viewpoint within society ought to be done. The concept carries the intention that an act of human effort will lead to an improvement of one's own condition or that of some element of society.

Viewed in this way, work is not directly attached to paid employment, but it may include also efforts of an educational or avocational nature. Thus education for work and certain elements of leisure which are undertaken to benefit society or which contribute to a sense of individual purpose and achievement are included in this definition.

While these definitions provide a framework for the educator who will facilitate career development, giving a focus to his career guidance task, it must be emphasized that a person's career does not unfold independently

of other areas of his development. Whatever his title, the educator ultimately must concern himself with the total developing person. This implies a consideration of how work and career mesh with other life pursuits in a reasoned style of living.

Freedom to Choose

The concept of individual freedom and responsibility is a basic value rooted deeply in our moral heritage, political philosophy and traditions of our society. The strength of our nation in the past rested in part upon the natural differences in individual talents and the freedom of each individual to develop and express his talents in his own unique way. The theory underlying career development is consonant with this fundamental democratic value. Preservation of the individual's integrity disavows any type of prescriptive guidance which commits the individual to particular directions. However, individuals must be made aware of the values society places on different talents and the relative demand for different kinds of talents.

CAREER GUIDANCE AS AN INTERVENTION PROCESS

The Need for Career Guidance

There are many social forces which converge today to stimulate an interest in the career development needs of persons of all ages. Several of these are:

1. A growing complexity in the occupational and organizational structure of society which makes it difficult to assimilate and organize the data necessary to formulate one's career
2. An ever rapid technological change demanding human adaptability and responsiveness to new responsibilities
3. An increasing national concern with the need to develop all forms of human talent, including the talents of women and minorities
4. An ardent search for values which will give meaning to life
5. The need for specialized training to obtain entry jobs
6. The apparent disenchantment expressed by students who have difficulty relating the education they are getting to their lives

Each one of these forces impinges on the individual in ways to make achieving self-fulfillment more difficult.

In the past managerial personnel in business and industry have held a "noncareerism" attitude which viewed the typical job as an isolated event in the person's life. Whether or not that attitude should prevail in the postindustrial period is being seriously questioned today. The view is evolving that a job should be considered as a stage in an integrated,

life-long career--a step on a career ladder which involves both horizontal and vertical dimensions. On the horizontal level it involves patterns of choice at one point in time such as: "Should I combine employment with study?" "Should I engage in volunteer work along with my employment?" Vertically it involves choices along a time line, like: "How do my options or behavior at this point in time relate to options or behavior in the near, intermediate or distant future?" As new questions are raised about the opportunities that work provides for learning and self-development, the need for expanded programs of career guidance becomes apparent.

The Nature of Career Guidance

The nature of career guidance for career development cannot be viewed as a static tradition based set of related services that assist individuals in making single occupational choices. The content of any career guidance program must be developed initially from assessing the present and future career development needs of the individual, while also taking into account the present impinging environmental factors that could affect the development and fulfillment of his career expectations. Career guidance content can be organized in many ways to facilitate the individual's development. Whatever its form, a program should encourage the individual to assume responsibility for his own career development.

A career guidance program assists the individual to assimilate and integrate knowledge, experiences and appreciations related to the following career development elements:

1. Self-understanding in relationship to one's individual characteristics, perceptions and relationships to others and to his present environment
2. Understanding the work society and those factors that affect its constant change, including worker attitudes and discipline
3. Awareness of the increased part leisure time might play in one's life
4. Understanding the necessity for and the multitude of factors to consider in career planning
5. Understanding the information and skills necessary to achieve self-fulfillment in one's work and leisure

An illumination of these content areas might include career guidance experiences so that each individual:

1. Gathers the kinds of data necessary to make rational career decisions
2. Understands the considerations necessary for making choices and accepts responsibility for the decisions he or she makes
3. Explores the possible rewards and satisfactions associated with each career choice considered
4. Develops through work the attitude that he is a contributor to life and the community
5. Determines success and failure probabilities in an occupational area under consideration

6. Explores the possible conditions of work associated with his occupational options

7. Shows an awareness of the varied attitudes towards work and workers presently held by himself and by others

8. Describes how the worker can bring dignity to his work

9. Considers the possible and even predictable value changes in society which could affect one's life

10. Understands the important role of interpersonal and basic employment skills in occupational success

11. Clarifies the values and attitudes that he or she may hold as compared to others in society and the possible effects these may have on his or her decisions and choices

12. Understands that one's career development is life long, based upon a sequential series of educational and occupational choices

13. Determines the possible personal risk, cost and other related consequences of each career decision and is willing to assume full responsibility for each consequence

14. Systematically analyzes school and nonschool experiences as he or she plans and makes career related decisions

15. Explores the worker characteristics and work skills necessary to achieve success in occupational areas he is considering

16. Identifies and utilizes a wide variety of resources in the school and community to maximize his career development potential

17. Knows and understands the entrance and transition points in education and the variety of possible adjustment problems that might occur in relation to these points

18. Obtains employability skills necessary and utilizes placement services available to gain satisfactory entry into employment in line with occupational aspirations

Functionaries in Facilitating Career Guidance

Meaningful implementation of career guidance in an educational setting necessitates that guidance leadership identify not only what has to be accomplished but who has the capabilities for coordinating and delivering specific program functions. This is particularly important in reducing the past confusion and misinterpretation as to who holds responsibilities for career guidance and when it should be accomplished. To some career guidance merely means a body of content in which volunteers participate at will; others see its functions as solely those of the professionally prepared school counselor. Obviously, neither of these points of view is correct. What is urgently needed is a clear identification of those persons who have primary, secondary and shared roles and responsibilities in meeting student career development needs.

The advent of career education has focused the interest of school people upon career development needs of young people and have provided an opportunity for all educational personnel to extend their involvement. However, if caution is not applied, future career guidance programs can become a mere reshuffling of the many tradition bound, past related, not particularly relevant services.

To be functional in meeting the career development needs of today's population, career guidance must be planned only after taking into account the existing needs of those to be served and the impinging environmental conditions that exist. This means the combined skills of guidance specialists, vocational educators, academic teachers, administrators, parents, peers and others in the individual's environment need to be identified and appropriate learning experiences provided to utilize fully the contributions that they can provide. For descriptive purposes these role definitions will be discussed under the headings: guidance specialist, vocational educators, academic teacher, principal and community member.

Guidance Specialist

The guidance specialist has appropriate understandings and competencies to serve as a facilitator and change agent in: (1) assisting in school curriculum development and instructional methods, (2) assisting the individual in his career development and (3) communicating with parents and significant others.

The responsibilities of the guidance specialist in providing career guidance leadership include those necessary to:

1. Coordinate the career guidance program
2. Provide staff with the understandings necessary to assist each student to obtain a full competency based learning experience
3. Coordinate the acquisition and utilization of appropriate occupational, educational and labor market information

4. Help staff understand the process of human growth and development and assess needs of specific individuals
5. Help teachers plan for sequential learning experiences in career development
6. Assist the individual in realizing that each person has a unique set of characteristics and that to plan realistically each must achieve a fair appraisal of himself
7. Enable each individual to make use of available assessment tools and techniques in examining his personal characteristics
8. Coordinate the development and use of a comprehensive cumulative pupil data information system that can be readily utilized by the individual
9. Assist the individual in identifying significant realistic role models
10. Identify and coordinate the use of school and community resources needed to facilitate career guidance
11. Provide individual and group counseling and guidance so that individuals will be stimulated continually and systematically to interrelate and expand their experiences, knowledges, understandings, skills and appreciations as they grow and develop throughout life.
12. Coordinate the evaluation of students' learning experiences and utilize the resultant data in counseling with individuals, instructional staff and parents in modifying the curriculum

13. Assist in providing for youth the employability skills necessary for entry into employment where opportunities exist

14. Coordinate a job placement program for the school and provide for job adjustment counseling

Vocational Educator

Vocational educators carry many of the same responsibilities of guidance personnel in facilitating the career development of students enrolled in vocational education courses. Their unique contributions to a comprehensive career education program may be to:

1. Provide realistic occupational information to students and school personnel based on knowledge of their occupational field and continuous contact with workers and work settings
2. Identify and recruit resource people in the employment community to assist in the school program
3. Provide exploratory experiences in vocational classrooms, labs and shops for students not enrolled in occupational preparation programs and assist teachers who wish to incorporate "hands on" types of activities in their classroom
4. Identify basic and academic skills and knowledge needed to succeed in the occupations of their field and communicate this information to teachers and counselors
5. Assist teachers and counselors in designing appropriate occupational exploration experiences of an experiential nature

6. Provide students and counselors with information about their vocational offerings and the kinds of careers for which students are prepared

7. Assist students enrolled in vocational education to analyze and interpret their learning experiences for better understanding of self in relation to occupations and the world of work

8. Plan and provide vocational instruction which prepares students to enter, adjust, progress and change jobs in an occupational field

9. Assist students in identifying a wide range of occupations for which their vocational instruction is applicable

10. Encourage employers to assist in expanding students' awareness of career opportunities

11. Arrange observation activities or part time employment for students and for school personnel to learn more about occupations and work settings

12. Participate in the planning and implementation of a comprehensive career education program

Academic Teacher

The academic teacher has a distinct set of responsibilities in career guidance. These responsibilities require understandings and competencies to assure his ability to:

1. Provide easy transition from home to school, from one school environment to the next and from school to further education or employment
2. Provide students with curriculum and related learning experiences to insure the development of basic concepts of work and the importance of those who perform it
3. Provide group guidance experiences with appropriate aid from the guidance specialist to demonstrate the relationship between learning and occupational requirements
4. Help parents understand and encourage the career development process as it relates to their children
5. Provide opportunities within the curriculum for students to experience decision making in career and occupational planning
6. Assist in the synthesizing of accumulated career development experiences of the individual to assist him in his ongoing transitions
7. Provide career exploratory experiences necessary for the individual to gain an understanding of worker characteristics and work requirements

8. Provide experiences to help the individual increase depth of understanding of personal capabilities, interests and possible limitations

9. Provide for career preparation experiences sufficient to enable the individual to enter and remain in the world of work at a level appropriate to his or her capabilities and expectations

10. Provide as an extension of the inschool learning experience opportunities for the individual to experience work first-hand in a nonthreatening environment

Principal

The principal carries ultimate responsibility in his building for the guidance program. More specifically his responsibilities are as follows:

1. Provide active encouragement and support of the program

2. Espouse the idea of career guidance as a responsibility of each staff member

3. Commit himself to experimentation and flexibility in program and curriculum

4. Arrange for inservice education of staff in the areas of career guidance and human relations

5. Organize and encourage the development of a career guidance committee composed of staff members, students, parents and community leaders

6. Encourage constant evaluation and improvement of the program

Community Member

Although school staff are extremely important in assisting youth in their career development, there are other significant persons who also provide valuable assistance. Such persons include parents, peers and community members.

1. Parents--Without question, one's parents could and should be the most influential role model figure and counselor to his children. Having some measure of direct control over the environment their children have been reared in, they have the unique opportunity to expose them to appropriate experience for self-fulfillment. As their children enter public education, parents share but do not give up the responsibility for their development. If parents take full advantage of the inputs school staff can provide concerning the interest, aptitudes, failures and achievements of their children, they can best provide the following career guidance and counseling:
   a. Assist in analyzing their child's past and present interests, capabilities and limitations
   b. Relate worker traits, conditions of work, life styles of workers and potential opportunities for work in those work areas with which they are most familiar
   c. Discuss work values that exist from parental past experiences and relate some of the consequences they have experienced

d. Discuss the economic condition of the family as it applies to the youth's education and training needs and assist in planning a course of action within the constraints of these conditions

e. Provide guidance as to how their son or daughter can use the knowledge, experience and services of relatives, friends, fellow workers and community or state agencies in exploring the world of work, as well as planning and preparing for their role in the work society

f. Provide the necessary example and counseling to their sons and daughters during critical developmental periods of their life in an attempt to have them establish and maintain a positive self

g. Through example, display the attitude that <u>all</u> persons have dignity and worth no matter what position they hold in the world of work

h. Provide situations so that their sons and daughters can experience decision making and carry responsibility for the consequences of those decisions

i. Provide the open communication linkage between school and home so that the experiences in both settings as well as the consultant services of both environments can be utilized in meeting the needs of the individual concerned

j. Provide opportunities for work within the home and community with the opportunity to experience responsibility

2. Peers--As youth establish and experience interpersonal relationships with their peers, they need to understand how to analyze and use these experiences in their career development. One's friends and associates have an intense effect upon the values, attitude formulation and career expectations of the individual. Opportunities should be provided to allow young people to share their thinking with each other. The counselor is in a particularly strategic position to capitalize upon the influence that young people may have upon each other. Research is beginning to demonstrate that peer influence can be harnessed and directed in ways that contribute to the development of youth. The strategy involves teaching selected youngsters certain skills of counseling and human relations and then utilizing these young persons in a paraprofessional capacity. Employing this or similar strategies will enable youth and young adults to become perceptive to the challenges and responsibilities of being an active member of the school's guidance team. Under proper training and supervision, the expansive set of life experiences of our youth can be harnessed for the betterment of all concerned individuals.

3. Employers and Other Community Members--As our contemporary schools open their school doors to allow for expanded community involvement in the learning experiences of youth and adults, it

is appropriate to discuss the possible roles members of the extended community can play. Employers, clergy, employees, the retired worker, community agency personnel and others should be viewed as potential guidance team members that can be utilized in unending ways. Educators and parents must be ready and willing to team up with other community members, especially when they find the child needs the combination of assistance in their development of a career. Employers will need to view their role in education as a team member, carrying with it a significant set of responsibilities for providing work stations, observation experiences and being avaliable as career speakers for school programs. Industry and business will or should demand a significant role in the education of youth rather than the token role they have been allowed to have in the past. Realizing that employers have at their disposal the reality work setting and staff who understand the traits of workers and skill competencies needed for entry jobs and job retention, it would be tragic if education fails to utilize this resource. The career guidance specialist working in cooperation with the vocational educator can do much to utilize fully all of the community resources available for facilitating the career development of young people.

THE CAREER GUIDANCE PROGRAM

The Delivery System

A comprehensive and integrative developmental program of career guidance, responsive to the needs of all inschool youth and also to the needs of youth and adults who have terminated their formal schooling, provides an essential structural base for career education. While counseling and placement activities remain an important part of the career guidance program, the curriculum is seen as the heart of the delivery system. What is called for is a systematic program based solidly upon performance objectives and providing a variety of awareness, exploratory and preparation experiences that are infused throughout the curriculum. The program utilizes the world of business and industry and the community to help the individual clarify himself and see the relevance of what he may be studying to his own life needs.

Career guidance necessarily draws heavily upon the expertise of the guidance specialist and the vocational educator, but to be effective the program must draw upon the knowledge, skill and involvement of the academic teacher, community layman and parent. Direct and meaningful collaboration among all of these functionaries is essential to the design and effective implementation of the program.

Leadership

To assure program quality, consistency and sequence, some one person must be assigned responsibility for overall coordination of the career guidance program. The competencies needed by that person include:

1. A thorough understanding of career development theory and research
2. Group process, human relations and consultative skills
3. A knowledge of curriculum and how curriculum is developed
4. An understanding of the relationship between values, goals, choices and information in decision making
5. Familiarity with the changing meanings of work in the human experience
6. An understanding of the changing nature of manpower, womanpower and economic outlook
7. Familiarity with various strategies and resources for facilitating career development

It is the position of this paper that the guidance specialist should coordinate the career guidance program. This implies a restructuring of counselor role and consequently some changes in counselor education. No longer will the guidance specialist spend the majority of his day sitting in an office, engaging only in one-to-one relationships. Instead a substantial portion of his time will be spent relating to teachers and applying his new learnings to classroom practices, curriculum content and program development. In short, the guidance specialist is being called upon to take advantage of the current

and future emphasis on career development to change the learning environment in ways that have a more positive impact on human development. Counselor education is being asked to prepare the guidance specialist with the needed competencies to function in this new leadership role.